

THE

SIXTY-SIXTH REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND, YEAR 1899-1900.

Presented to Parliament by Command of Her Majesty.



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THE
SIXTY-SIXTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,

FOR THE YEAR 1899-1900.

TO

HIS EXCELLENCY GEORGE HENRY EARL CADOGAN, K.G.

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Excellency,

We, the Commissioners of National Education in Ireland, submit to Your Excellency this our Sixty-sixth Report. In this Report the statistics of attendances, religious denominations, proficiency, &c., in the Schools, have been compiled for the Results periods ended within the twelve months to 30th September, 1899, while the statements connected with the expenditure of the Parliamentary grants, &c., refer to the year ended 31st March, 1900.

School-houses and Teachers' Residences.

1. On the 30th September, 1899, there were 9,161 Schools on our Roll, of which 8,670 were in operation.*

2. Of the total number on our Roll, 3,915 were Vested Schools, the remainder were Non-Vested.

The Vested Schools were classified as follows:—

(a) Vested in Trustees, - - -	2,850
(b) Vested in the Commissioners, - - -	1,065
Total, - - -	3,915

Our grant towards the erection of Vested School-houses, whether Vested in Trustees or Vested in the Commissioners, is two-thirds of the estimated cost.

* For Schools inoperative see paragraph 6, page 6.

Non-Vested Schools.

3. The Non-Vested Schools included school-houses erected from funds locally provided, or, in a few instances, from loans available under the Act of 1884, 47 & 48 Vic., cap. 22, or schools formerly vested, the leases of which had expired.

Number of Grants to new schools.

4. The number of applications for aid to new Schools considered in the twelve months to 30th September, 1899, was 144. In 138 cases we gave the required assistance, either as grants for building new premises, or as grants of salary and books. The remaining 6 applications were rejected.

Amount of Building Grants.

The erection and improvement of Vested School premises is carried out under the direction of the Board of Public Works. On the first of April, 1899, the amount for which that Board was liable in respect to grants already made by us and notified to them was, £43,137 3s. In addition to this sum, we had made grants amounting to £22,162 16s. 3d., which had not been ready for notification to the Board of Works. The total liabilities, therefore, on that date amounted to £65,299 19s. 3d.

As in the previous financial year, we received in 1899-1900 a greater number of applications for such grants than the Parliamentary Vote would warrant us in sanctioning. We made, however, building and improvement grants in 220 cases.

The following Statement shows the condition of the grants and liabilities on 1st April, 1900:—

	<i>£</i>	<i>s.</i>	<i>d.</i>	<i>£</i>	<i>s.</i>	<i>d.</i>
Unexpended Grants on 1st April, 1899,	65,299	19	3			
Grants to build and improve School-houses, made in 1899-1900,	48,315	15	3			
				113,615	14	6
Deduct:—						
(a) Grants cancelled, not having been utilized,	3,943	3	6			
(b) Deductions owing to omitted or defective works,	99	16	10			
(c) Instalments paid by Board of Works on account during year ended 31st March, 1900,	32,368	19	0			
				36,410	19	4
Total liabilities on 1st April, 1900,	—			77,205	15	2

The grants made by us during the year ended 31st March, 1900, were apportioned as follows:—

Erection of New Vested School-houses.			Enlargement of Existing Vested School-houses.			Other improvements to existing Vested School-houses.		Total.
No. of School-houses.	No. of Pupils for which the New School-houses will afford Accommodation.	Amount of Grant.	No. of School-houses.	No. of Pupils for which Additional Accommodation will be provided.	Amount of Grant.	No. of School-houses.	Amount of Grant.	
		<i>£</i> <i>s.</i> <i>d.</i>			<i>£</i> <i>s.</i> <i>d.</i>		<i>£</i> <i>s.</i> <i>d.</i>	<i>£</i> <i>s.</i> <i>d.</i>
100	15,833	41,005 4 3	22	1,484	2,997 13 4	96	3,614 17 8	48,315 15 3

5. We also approved of applications to the Board of Works for loans, to the amount of £1,025, for enlarging or otherwise improving existing Non-Vested school-houses. Loans for improvement of schools.

We approved of loans in 41 cases to provide Teachers' Residences, and in 4 cases to improve existing Residences. Loans for Residences. The total amount of the loans approved was £10,516.

Since the year 1875, when the Residences Act came into force, 1,352 applications for loans, and 72 applications for grants, have been approved by us. In a large per-centage of cases, however, the Teachers are as yet unprovided with suitable residences.

The number of free residences available for Teachers, as returned by the Managers, is 1,210. Free Residences

6. The Vested school-houses, especially those Vested in the Board, and kept in repair at the public expense, are generally satisfactory as regards adequacy of accommodation, suitability of sites, sanitary arrangements and general fitting up for school purposes. Condition of premises.

The Non-Vested school-houses are, in numerous cases, well adapted to their purpose, and are suitably situated, but many of them are still of an unsatisfactory character.

According to the Returns furnished by the School Managers, the amount subscribed from *local sources* towards the erection of new buildings, additions to school premises, &c., was £27,325 3s.; and similarly for repairs, improvements of houses and furniture, and other local expenditure, the amount was £32,739 14s. 9d. Local aid towards building and repairing school-houses.
Total, £60,064 17s. 9d.

During 1899, one application was received for power to acquire a site for a school-house under the Act of 1892. Trustees were authorised to take the necessary proceedings in the matter. There was also one application in the period referred to for power to acquire a site for a Teacher's residence, but a suitable site was subsequently acquired by agreement. Compulsory acquisition of sites.

Since the Act came into operation, Trustees have been authorised in 28 cases to acquire sites compulsorily. In one case authorisation was refused, as a suitable site could be acquired by agreement, though not the site desired by the applicant.

Day Schools in Operation: Attendance.

Schools in
Operation.

7. On the 30th of September, 1899, we had 8,670 schools in operation. During the year ended on that date, 108 schools were brought into operation—viz., 74 Vested in the Commissioners or in Trustees, and 34 Non-Vested; while 89 schools were placed on the Suspended List, or removed from the Roll of National Schools. This gives a net increase of 19 schools in operation for the year ended 30th September, 1899.

Space
accommoda-
tion
provided.

In the schools examined, the accommodation afforded was sufficient for 879,700 pupils, allowing eight square feet for each pupil.

Inoperative
schools.

8. Of the 491 schools on our Roll, but not in operation on the 30th September, 1899, 290 were not completely built, 182 were on the "Suspended List," chiefly owing to failure to maintain a sufficient attendance of pupils, and 19 Model School departments were inoperative, having been amalgamated with the adjoining departments.

Free
schools.

9. From the returns we have received, it appears that 8,286 schools were free of school fees. In 344 schools "excess average fees," as authorised under the Act of 1892, were charged to pupils over three and under fifteen years of age.

Average
No. on Rolls.

10 (a.) The total average number of pupils on the Rolls for the Results years of the schools was 796,163.

Average
daily
attendance
(all ages).
Proportion
of atten-
dances to
No. on Rolls.

(b.) The average daily attendance of pupils similarly for the Results periods was 513,852.

(c.) The per-centage of the average daily attendance of pupils to the average number on the Rolls was 64.5.

Average
daily
attendance
(ages 3 to
15, and 15
and above).

11. (a.) The average number of pupils over three and under fifteen years of age, the limits of age* defined in the Act of 1892, sec. 18, sub-sec. (5), in daily attendance was 498,322. The total average attendance of those who were fifteen and above was 15,530.

Attendance
for 75 days
or over.

(b.) The number of pupils over three and under fifteen years of age who made at least 75 attendances in the six months ended 30th June, preceding the end of the Results year in the several schools was 372,265; and the corresponding number for the six months ended 31st December, preceding the end of the Results year was 344,658.

* It is only for pupils within those ages that the capitation grant provided by the Act is paid. This number (498,322) includes 4,237 attending Poor Law Union National Schools, and 3,002 pupils of Industrial Schools (under the Act) attending National Schools, being a total of 6,239, which being deducted from the gross number, leaves 491,083 for which the capitation grant provided by the Act is payable.

12. The following Table exhibits for the last twelve years—
 (a) the number of National Schools in operation, (b) the average number of pupils on the Rolls, (c) the average daily attendance, (d) the per-centage of the latter to the average number on the Rolls, and (e) the number of pupils who made attendances on 100 days or over :—

Year.	Number of Schools in operation.	Average number of pupils on Rolls.*	Average daily Attendance.*	Per-centage of Average Daily Attendance to Average Number on Rolls.	Number who made 100 Attendances or over in Results Period.†
	(a)	(b)	(c)	(d)	(e)
1888	8,186	846,433	493,833	58.3	568,807
1889	8,251	839,403	507,865	60.5	575,113
1890	8,298	828,530	489,144	59.0	565,355
1891	8,346	824,838	506,535	61.4	569,004
1892	8,405	815,972	485,264	60.7	560,617
1893	8,459	832,545	527,060	63.2	583,503
1894	8,505	832,821	535,567	63.1	594,555
1895	8,537	836,046	519,515	62.9	590,114
1896	8,595	815,248	534,907	65.6	604,576
1897	8,631	816,001‡	521,161‡	63.9	589,529
1898	8,651	808,667‡	518,709	64.2	589,285
1899	8,670	796,163§	513,838§	64.5	590,273

See Table A, pages 42 and 43.

13. The total number of pupils actually on the Rolls of National Schools on the last day of their Results period was 785,139.

14. The religious denominations of these pupils were as follows :—

592,391 or 75.5 per cent.	were Roman Catholics.
91,592 or 11.7	" of the Late Established Church.
86,747 or 11.0	" Presbyterians.
8,684 or 1.1	" Methodists.
5,725 or 0.7	" of other Denominations.

* The population of Ireland in 1891 was 4,704,750. The (estimated) population in the subsequent years shows diminution as follows :—In 1892, 4,638,169; in 1893, 4,613,212; in 1894, 4,600,229; in 1895, 4,579,701; in 1896, 4,560,378; in 1897, 4,561,723; in 1898, 4,545,773; and in 1899, 4,531,051. (Vide Registrar-General's Return, No. 143—October, 1899.)

† This figure is taken as it is the number of attendances that qualified for examination for Results-fee. At page 33 the numbers of pupils examined for Results will be found—viz.: 502,375.

‡ For 1897 the number refers to the twelve months ended the last day of the month preceding the Results Examination in each school examined during the year 1897. The calendar year had been previously taken.

§ For 1898 and 1899 the numbers refer to Results periods of the schools examined within the twelve months to the 30th September in each year.

Schools
from which
Returns
were
received.

15. The number of the schools for which returns of statistics have been received from the Inspectors is 8,630. Of these 8,621 are tabulated in the following paragraphs; and 9 are omitted for reasons stated in foot-note to Table C, p. 46.

Schools
attended
by Roman
Catholics
and
Protestants.

16. The following tables show, according to provinces, the number of Roman Catholic and Protestant Pupils on Rolls of 3,235 Schools, attended by both denominations, and the percentage of each denomination:—

(a.) PUPILS in Schools under ROMAN CATHOLIC Teachers exclusively.

PROVINCES.	Number of Schools.	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics.	Protestants.	Roman Catholics.	Protestants.
ULSTER, . . .	730	42,683	5,078	897	103
MUNSTER, . . .	567	62,730	2,029	969	31
LEINSTER, . . .	539	56,906	1,801	964	36
CONNAUGHT, . . .	402	35,459	1,505	960	40
TOTAL, . . .	2,238	196,778	11,103	947	53

(b.) PUPILS in Schools under PROTESTANT Teachers exclusively.

PROVINCES.	Number of Schools.	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics.	Protestants.	Roman Catholics.	Protestants.
ULSTER, . . .	837	6,673	63,073	94	906
MUNSTER, . . .	26	186	964	169	891
LEINSTER, . . .	71	623	4,408	122	876
CONNAUGHT, . . .	20	120	766	145	621
TOTAL, . . .	954	7,612	69,211	98	902

(c.) PUPILS in Schools under ROMAN CATHOLIC and PROTESTANT Teachers conjointly.

Schools attended by Roman Catholics and Protestants.

PROVINCES.	Number of Schools	Number of Pupils.		Per-centage of each Denomination.	
		Roman Catholics.	Protestants.	Roman Catholics.	Protestants.
ULSTER,	23	1,189	1,612	57.4	57.6
MUNSTER,	6	250	455	35.5	61.5
LEINSTER,	14	2,378	561	81.4	18.6
CONNUGHT,	1	1	64	1.5	98.5
TOTAL,	45	3,818	2,692	58.8	41.2

SUMMARY of foregoing Tables (a), (b), (c), showing Numbers of Pupils in Schools attended by both Roman Catholics and Protestants.

Number of Schools.	Number of Pupils.			Per-centage of each Denomination.	
	Roman Catholics.	Protestants.	Total.	Roman Catholics.	Protestants.
3,236	292,938	28,015	292,823	71.6	28.4

See Table B, pages 44 and 45.

17. The following table shows, according to Provinces, the number of Roman Catholic and Protestant Pupils on the Rolls of 5,386 schools attended *solely* by one denomination, and the per-centage of pupils of each denomination to the total in these schools:—

Schools attended solely by Roman Catholics, or solely by Protestants.

	Under Roman Catholic Teachers exclusively.		Under Protestant Teachers exclusively.						Total pupils R.C. and Protestant.	Per-centage to Totals.	
	Schools.	R.C. pupils.	Schools.	R.C. pupils.	Pres. pupils.	Meth. pupils.	Others.	Total Protestant pupils.		R.C. pupils.	Protestant pupils.
Ulster,	646	61,293	389	35,506	47,351	4,598	3,564	90,019	151,312	40.5	59.5
Munster,	1,379	129,835	112	4,186	362	412	182	5,142	134,977	96.2	3.8
Leinster,	928	98,446	228	9,097	825	367	290	11,379	109,825	89.6	10.4
Connught,	1,040	33,121	63	2,126	245	97	32	2,500	95,621	97.4	2.6
Total,	5,993	382,713	1,893	51,715	48,783	5,474	3,068	109,040	491,753	77.8	22.2

See Table C, page 46.

Per-centage
of Pupils.

18. Of the *Pupils* on the Rolls of the 8,621 schools, 292,623, or 37·3 per cent. were in schools attended by Roman Catholic and Protestant children, and 491,755, or 62·7 per cent. in schools attended *solely* by Roman Catholics or *solely* by Protestants.*

Per-centage
of Schools
attended
by Roman
Catholics
and
Protestants.

19. The per-centage of *Schools* having Roman Catholic and Protestant pupils in attendance in each year from 1890 to 1899, was as follows:—

With Pupils on Rolls making any attendance in year.							With Pupils on Rolls on 31-12-96.	With Pupils on Rolls on last day of Results year.		
—	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Ulster, .	62·6	60·4	60·5	59·9	57·9	57·4	51·2	50·4	50·1	49·2
Munster, .	32·9	32·3	33·0	33·5	32·6	33·3	29·1	29·7	29·9	28·6
Leinster, .	43·2	43·0	42·2	41·8	42·3	41·3	34·3	34·4	34·1	35·0
Connaught,	36·4	35·1	35·4	35·9	35·4	35·6	30·9	29·5	28·4	27·7
Total,	46·7	45·7	45·6	45·5	44·5	44·4	38·6	38·4	38·1	37·3

Per-centage
of schools
attended
solely by
Roman
Catholics
or *solely* by
Protestants

20. The per-centage of *Schools* exhibiting an attendance composed either *solely* of Roman Catholic pupils or *solely* of Protestant pupils, for each year from 1890 to 1899, was as follows:—

With Pupils on Rolls making any attendance in year.							With Pupils on Rolls on 31-12-96.	With Pupils on Rolls on last day of Results year.		
—	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.
Ulster, .	37·2	39·6	39·5	40·1	42·1	42·6	48·8	49·6	49·2	50·8
Munster, .	67·1	67·7	67·0	66·5	67·4	66·7	70·9	70·3	70·1	71·4
Leinster, .	56·8	56·1	57·6	58·2	57·7	58·7	65·7	65·6	65·9	65·0
Connaught,	63·6	64·9	64·6	64·1	64·6	64·4	69·1	70·5	71·6	72·3
Total,	53·3	54·3	54·4	54·5	55·5	55·6	61·2	61·6	61·9	62·5

* See Tables B and C, pages 44, 45, and 46.

21. The religious denominations of the Managers of the schools, distinguishing Clerical from Lay, on 30th September, 1899, were as follows:—

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
Roman Catholic, . . .	1,177	5,761	139	167	1,316	5,928
Late Established Church, . . .	692	1,018	268	473	960	1,491
Presbyterian, . . .	378	695	168	211	546	906
Methodist, . . .	62	83	14	17	76	100
Other Denominations, . . .	10	16	28	34	38	50
Total, . . .	2,319	7,573	617	902	2,936	8,475

Model and Poor Law Union School Managers, being Officials, are excluded from this table.

Compulsory Attendance Provisions of the Irish Education Act, 1892.

22. At the close of the year ended 30th September, 1899, School Attendance Committees existed in 85 of the 120 towns or townships to which the compulsory attendance provisions of the Act of 1892 apply directly. In 68 towns the Act is now enforced.

In 36 of these places the compulsory provisions have been in continuous operation since the passing of the Act.

In the following table the attendance at National Schools generally and at National Schools situate within these 36 Towns or Townships are compared:—

—	(a) Average on Rolls.	(b) Average Daily Attendance.	(c) Percentage of (b) to (a).
National Schools generally, . . .	794,163	613,892	695
Places where the Irish Education Act has been in operation continuously.	98,370	70,163	713

During the year the attention of County and Rural District Councils was called by the Commissioners to the provisions of the Act for the application of the compulsory attendance clauses to Rural Districts. In one such District (North Dublin) a Committee was appointed, and arrangements have been made for the appointment of Committees in other Rural Districts.

Scale of
Salaries.

23 The (fixed) salaries of the National Teachers, as augmented under the Act of 1892, were as follows:—

	PRINCIPAL MALE TEACHERS.			PRINCIPAL FEMALE TEACHERS.		
	Increase 20 per cent.	Salary.		Increase 20 per cent.	Salary.	
First Class—First Division, .	£70	+ £14	= £84.	£58	+ £11 12s.	= £69 12s.
Old Second Div. of First Class, .	£60	+ £12	= £72.	£50	+ £10	= £60.
New Second Division, .	£53	+ £10 12s.	= £63 12s.	£43	+ £8 12s.	= £51 12s.
Old First Div. of Second Class, .	£46	+ £9 4s.	= £55 4s.	£37	+ £7 8s.	= £44 8s.
Second Class, First & Second Divs. .	£44	+ £8 16s.	= £52 16s.	£34 10s.	+ £6 18s.	= £41 8s.
Third Class, .	£35	+ £7	= £42.	£27 10s.	+ £5 10s.	= £33.

ASSISTANT TEACHERS UNDER FIVE YEARS' SERVICE.

Males,	£35	+ £7	= £42.
Females,	£27	+ £5 8s.	= £32 8s.

ASSISTANT TEACHERS OF FIVE YEARS' STANDING AND OVER WHO RANK HIGHER THAN THE THIRD CLASS,

	Increase 25 per cent.	Bonus.	
Males,	£35	+ £7	+ £9 = £51.
Females,	£27	+ £5 8s.	+ £7 10s. = £39 18s.

Schools of a Special Character.

(a.) MODEL SCHOOLS.

Attendance
at Model
Schools.

24. The number of Model School Establishments in operation at the end of the year was 30, of which 4 (including the Central Model Schools) are Metropolitan, and the remaining 26 are District and Minor Model Schools. These contain in all 76 separate departments, each in operation with its own distinct staff and organization.

Evening schools for boys are recognised in connexion with the Central, the West Dublin, the Inchicore, and the Belfast Model Schools.

The total average number of pupils on the Rolls of the Model Schools, excluding the Evening Departments, for the Results years of these schools, was 9,615.

The average daily attendance of day pupils at these Schools for the Results year was 7,027.

The per-centage of the average daily attendance of day pupils for the year to the average number on the Rolls was 73·1.

The number of day pupils who attended on 100 days or over in the year was 7,307.

In the Evening Departments of the four Model Schools specified above there were 285 pupils on the Rolls on the last day of the Results year, with an average attendance of 169 pupils. The average on Rolls was 289; and the number who made at least 50 attendances, qualifying them for the award of Results Fees, was 169.

Besides the regular Teaching Staffs we employ Pupil-Teachers and Monitors in the Model Schools. In some of the Model Schools male Pupil Teachers are boarded and lodged at the public expense; in others they receive an allowance for maintenance. Female Pupil Teachers are always non-resident.

There were 203 Pupil Teachers (111 Boys and 92 Girls) in the Model Schools on the 30th September, 1899.

[TABLE.

26. The following Table shows (a) the *Total* expenditure on the Model Schools for the Year 1899, (b) the *Net* expenditure on the Model Schools out of the National Education Vote, and (c) the total payments to the Teaching Staff from the National Education Vote and from Local Sources.

(Expenditure by Board of Works on repairs, &c., not included.)

(a)

Model Schools.	Expenditure from State Grants.		Expenditure from Local Sources.		Total Expenditure.
	General Expenditure &c. Rents, Petty Expenses, &c.	Salaries and Allowances to Teaching Staff.	Part of School Fees to Teachers.	Union Rates to Teachers.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Central,	314 13 5	3,999 16 4	27 1 8	—	4,411 10 5
West Dublin,	71 12 7	1,318 14 2	18 14 8	—	1,499 1 5
Glasnevin,	38 8 7	392 17 1	0 12 7	—	431 18 3
Inchicore,	10 3 10	913 14 0	14 12 2	—	938 10 0
Asky,	37 11 11	207 16 7	1 14 0	—	337 2 8
Balshinrone,	54 18 8	349 0 6	1 1 4	—	405 0 8
Ballymena,	85 13 5	*1,155 14 1	9 4 0	—	1,251 11 6
Belfast,	530 15 0	3,794 11 8	55 13 11	330 9 6	4,662 10 1
Crommel,	114 11 1	588 8 8	3 13 8	—	704 13 5
Coleraine,	94 14 5	309 18 11	7 0 10	—	911 14 2
Cork,	421 15 10	1,643 18 9	24 8 1	85 5 5	2,165 8 1
Dunmanway,	37 11 9	389 11 5	0 15 8	—	477 18 10
Ennisearishy,	57 11 11	433 13 0	1 9 8	—	492 14 7
Enniskillen,	178 13 3	722 8 0	8 16 1	—	979 17 4
Galway,	95 3 9	406 16 8	1 18 4	—	503 18 9
Kilkenny,	116 5 11	375 5 5	1 6 8	—	492 17 10
Limerick,	103 10 3	895 4 2	4 19 9	—	1,003 14 2
Londonderry,	213 8 6	1,821 7 0	18 0 10	—	2,032 18 4
Newry,	104 5 6	1,196 4 4	15 9 0	87 6 3	1,403 5 1
Newtownards,	156 14 5	1,116 6 2	5 9 11	—	1,276 10 8
Sligo,	140 6 11	735 3 2	6 18 7	—	882 8 8
Trillick,	100 14 3	573 1 3	8 7 0	44 9 6	721 12 0
Waterford,	146 9 8	483 3 10	2 12 4	—	632 5 10
Ballymoney,	22 4 8	1,148 2 1	5 11 6	—	1,175 18 1
Carrickfergus,	75 16 9	1,060 16 1	11 4 0	—	1,137 18 10
Lurgan,	83 0 3	1,207 15 6	5 5 7	—	1,118 1 4
Monaghan,	55 0 3	955 9 7	4 15 1	—	1,015 4 11
Newtownstewart,	24 19 0	634 12 5	1 12 11	48 6 6	699 19 10
Omagh,	49 13 1	1,396 14 4	12 9 7	—	1,468 17 0
Ramsoydown,	37 15 2	469 2 8	2 18 5	—	499 14 4
Total,	3,782 2 10	30,954 5 10	349 15 9	595 17 2	32,582 1 7

(b)

Total Expenditure on Model Schools (see Table above),	—	325,582 1 7
Deduct £1,997 19s. 1d. School Fees appropriated in aid of Education Vote,	£2,347 14 10	
Deduct £249 15s. 6d. School Fees paid to Teachers,	—	
Deduct £255 17s. 8d. Contributions from Local Rates,	595 17 2	
Total Deductions,	—	2,948 12 0
Net Expenditure on Model Schools out of Education Vote,	—	£32,738 9 7

(c)

Total Annual Payments to Teaching Staff—		
From Education Vote { Day Schools, £30,815 17 8 }	—	£30,815 17 8
School Fees { Evening Schools, 128 8 2 }	—	349 15 9
Local Contributions,	—	595 17 2
Total,	—	£31,860 12 9

* Includes an exceptional amount due to a member of the staff from former years.

B

(b.) CONVENT AND MONASTERY SCHOOLS.

Convent
and
Monastery
Schools.

27. The numbers of these Schools, and the attendances, for their Results year, were as follows:—

Class of School.	Paid by Capitation.			
	No. of Schools.	Average No. of Pupils on Rolls.	Average Daily Attendance.	No. who made 100 Attendances or over.
Convent, . . .	278	22,549	63,186	67,172
Monastery, . . .	3	1,324	881	854
Total, . . .	281	23,873	64,067	68,026

Class of School.	Paid by Classification.			
	No. of Schools.	Average No. of Pupils on Rolls.	Average Daily Attendance.	No. who made 100 Attendances or over.
Convent, . . .	23	5,947	4,879	4,633
Monastery, . . .	42	7,875	5,389	5,096
Total, . . .	65	13,822	10,268	9,729

This table does not include the Evening Departments connected with the Convent and Monastery Schools, of which there are 4. The number on Rolls at these Departments at the end of the year was 394, the average on Rolls 559, the average attendance 306, and the number who made at least 50 attendances, qualifying them for the award of Results Fees, was 226.

Lay
Assistants.

The teaching power in some Convent Schools is partly made up of Lay Assistants—248 in number—who, though not paid directly by us, are recognised under special conditions, and are granted valuable privileges in the matter of service, training, and promotion in class.

The total average number of day pupils on the Rolls of the Convent and Monastery National Schools, for the Results years of these schools, was 107,196.

The total average daily attendance at these Schools for their Results years was 73,435.

The per-centage of the average daily attendance of pupils to the average number on the rolls was 68·5.

The number of pupils who attended on 100 days or over in the year was 75,145.

(c.) WORKHOUSE SCHOOLS.

28. The number of Workhouse Schools in connexion with our Board on 30th September, 1899, was 153, of which 148 were examined Workhouse Schools.

The total number of pupils on the rolls of these Workhouse Schools, as recorded on the last day of the Results year, was 5,061, and the total average daily attendance of pupils similarly for the Results year was 4,359.

(d.) EVENING SCHOOLS.

29. Evening Schools are, as a rule, held on the same premises and taught by the same teachers as the Day Schools with which they are connected. There were thirty in operation during the year ended 30th September, 1899. Evening Schools.

The particulars as to the character of the attendance are as follows :—

Number on Rolls on last day of Results period,	1,912
Average on Rolls,	2,162
Average attendance,	1,806
Number of pupils who attended on 50 evenings, thereby qualifying for Results Examination,	1,102

We have had, however, under consideration the question of re-organizing the curriculum and conditions of payment to Evening Schools generally, in connexion with the recommendations of the Commission of Manual and Practical Instruction, and we have been in communication with the Irish Government and the Treasury on the subject. We expect that arrangements will soon be made for the much needed revision of our Rules regarding Evening Schools.

Teaching Power.

30. The number of Teachers in our service on 30th September, 1899, was as follows :— Teaching Power.

Class.	Principals.		Assistants.		Total.	Junior Assistants.	Workhouse-trained and Industrial Teachers.	Temporary Assistants.		Temporary Work-mistresses.
	Males.	Females.	Males.	Females.				Males.	Females.	
1 st .	618	476	38	58	2,603	.	.	.	.	.
2 nd .	885	506	91	186		.	.	.	.	.
3 rd .	1,948	1,474	383	790	5,491	.	.	.	.	.
4 th .	304	212	148	282		.	.	.	.	.
5 th .	957	847	363	1,152	8,814	.	.	.	.	.
6 th .	99	108	111	183		.	.	.	.	.
Total,	4,761	3,618	1,084	2,645	12,108	16	907	9	19	15
	8,379		3,729					28		
Gross Total,						18,074				

The Teachers of the 278 Convent and 3 Monastery Schools that are paid by capitation are not included in this return.

The return, however, includes 70 Male Principals and 8 Male Assistants, and 124 Female Principals and 18 Female Assistants of Workhouse National Schools, who receive no salary from us.

Mixed and
Unmixed
Schools.

31. The following Table shows the number of schools taught by masters or mistresses exclusively, and by Staffs consisting of both masters and mistresses; also the number of schools attended by boys only, and by girls and infants only, and the number having a mixed attendance of boys and girls:—

TEACHERS.	Schools for Boys only.	Schools for Girls (and Infants) only.	Schools for Mixed Attendance of Boys and Girls.
Masters only,	1938	—	306
Misses only,	—	2,302	1,598
Master and Female Assistants,	—	—	162
Master and Workmistress,	—	—	234
Total,	1,938	2,302	4,390

New Teachers

32. During the year ended 30th September, 1899, there were 578 persons appointed for the first time as Principal or Assistant Teachers. Of these 282 had been trained and 296 were untrained.

ANTECEDENTS OF NEW PRINCIPAL AND ASSISTANT TEACHERS

		Prin.	Assist.	Total.
Trained in "Marlborough-street" Training College,		28	47	75
" " "St. Patrick's" "	"	16	34	50
" " "Our Lady of Mercy" "	"	23	25	47
" " "Church of Ireland" "	"	43	13	56
" " "De la Salle" "	"	17	37	54
Total,		126	156	282
Pupil Teachers, } In Model National Schools,	{	17	12	29
Paid Monitors, }		-	2	2
Total,		17	14	31
Paid Monitors, } In Ordinary National Schools,	{	44	167	211
Pupils only, }		-	-	-
Total,		44	167	211
Paid Monitors, } In Convent National Schools,	{	6	26	32
Lay Assistants, }		2	8	10
Pupils only, }		1	6	7
Total,		9	40	49
From other Schools and Institutions,		2	3	5
Total New Teachers		198	280	478

The candidates for the position of teacher are in general well prepared; and selections are, as a rule, made by Managers with care and judgment. The recently appointed untrained teachers had received, with comparatively few exceptions, a preliminary training as monitors or pupil teachers.

Special facilities are now afforded to University graduates to enter our service as teachers.

NUMBER of TEACHERS who left the Service during the Year ended 30th September, 1899, or who were unemployed on that date.

N.B.—The term "Teachers" includes Principals and Assistants; it excludes Workmistresses and Temporary Teachers.

	Monitors.	Mistresses.	Total.
(1) Retired on pension or gratuity,	94	87	181
(2) Died,	45	39	84
(3) Married (Females) and not likely to resume teaching,	—	63	63
(4) Emigrated,	10	4	14
(5) Resigned for other pursuits,	35	22	57
(6) Not serving in National Schools on 30th September, 1899, owing to causes not specified above, awaiting fresh appointments, &c.,	74	33	107
Total,	258	229	587

33. The number of paid Monitors on the 30th September, 1899, was 1,388 Boys and 3,458 Girls. Total, 4,846.

The following table gives the number of Monitors classified according to their year of service:—

YEAR OF SERVICE.	Male Monitors.	Female Monitors.	Total.
1st year,	257	609	846
2nd „	206	469	677
3rd „	344	890	1,204
4th „	312	752	1,064
5th „	287	768	1,055
Total,	1,388	3,458	4,846

34. The Annual General Examinations of 1899 were held partly in April (Easter) and partly in July.

The Pupil Teachers in their first year of service, Monitors of third year, Monitors of fifth year, candidates for admission to the Training Colleges, candidates for appointment as Pupil Teachers in the Model Schools, and some few provisionally classed Teachers seeking Third Class certificates, were examined at Easter.

Certificated Teachers who were candidates for promotion, persons seeking Teaching Certificates for Extra Branches, and Queen's Scholars in training were examined, as heretofore, in the month of July.

The Examinations at Easter were held under the provisions of the Revised Programme exclusively, while, at the July Examinations, candidates were examined under the Revised Programme, and also in certain cases under the Programme hitherto in force.

There were in all 5,067 persons examined in the various courses, viz.:—3,913 at Easter, and 1,154 in July (63 being under the Old Programme (for First Division of First Class), and 1,091 under the Revised Programme).

In addition to these there were 753 candidates for certificates of competency in one or more Extra Branches at the July Examinations.

The following is a summary of the persons examined under the two Programmes:—

	Old Programme	New Programme	Total
Third-year Monitors,	—	1,250	1,250
Candidate Pupil Teachers,	—	389	389
Fifth-year Monitors, first-year Pupil Teachers, Provisionally Classed Teachers, and Candidates for Training,	—	2,274	2,274
Two-year Queen's Scholars at the end of their first year of Training, and second-year Pupil Teachers,	—	428	428
One-year and two-year Queens Scholars at the end of their course of Training,	—	486	486
Classed Teachers who were Candidates for promotion,	63	177	240
Total,	63	5,004	5,067

The Questions set at the 1899 Examinations, and an analysis of the answering, will be found in the Appendix to this Report, Section III.

Advancement in Classification.

35. The following table gives the number and proportion of Teachers in the several classes for the decennial periods 1879, 1889, and 1899.

Teachers in the several Classes, Males and Females included.				Per-centage to Total.		
Classes	1879.	1889.	1899.	1879.	1889.	1899.
First Division of First (highest),	265	581	1,165	2·5	5·2	9·8
Second Division of First,	788	1,102	1,618	7·6	9·8	13·4
Second Class,	3,460	4,656	5,491	31·9	41·5	45·3
Third Class (lowest),	6,339	4,882	3,814	58·3	43·5	31·5
Totals,	10,842	11,221	12,108	—	—	—

New system of Promotion for highly efficient service.

36. During 1899 we continued our investigations into the claims for promotion to the higher division of First Class of teachers already in the second division of First Class, on the ground of highly efficient service in their schools during seven consecutive years: the names and other particulars respecting the

teachers meriting this distinction will be found in the Appendix, Section II. The provisions of the Revised Programme for promotion to second division of First Class, after two years highly efficient service, became operative from the 1st of April, 1899.

Teachers' Pensions and Gratuities.

37. The following Table shows the Number of National Teachers who in each year since the commencement of the Pensions Act (1st January, 1880) were in receipt of Pensions from the Fund; also the number of those to whom, on Retirement, Gratuities under the Act were awarded, with the Total Amounts each year. The figures set forth in the Table have been furnished by the Teachers' Pension Office.

Pensions,
&c., to
Teachers.

—	NUMBER OF TEACHERS.				Total Amounts of Pensions and Gratuities paid (under the Act) to retired Teachers.
	On Pension on 31st December of each Year.		Received Gratuities during Year.		
	Number.	Amount paid.	Number.	Amount paid.	
		£		£	£
1880,	117	2,516	31	3,390	5,896
1881,	224	6,800	67	5,590	12,390
1882,	206	9,608	75	8,139	17,747
1883,	371	12,213	71	7,154	19,367
1884,	439	14,925	81	8,644	23,569
1885,	489	16,964	68	6,804	23,768
1886,	574	18,532	51	4,873	23,405
1887,	635	21,332	67	6,508	27,840
1888,	739	24,069	56	5,431	29,500
1889,	825	26,832	62	5,601	32,433
1890,	876	29,337	73	7,368	36,705
1891,	949	31,435	75	7,406	38,841
1892,	967	33,023	41	3,980	37,003
1893,	1,019	34,124	42	4,230	38,354
1894,	1,069	35,938	45	4,667	40,605
1895,	1,119	37,226	51	5,190	42,416
1896,	1,186	39,730	47	4,676	44,406
1897,	1,306	42,120	40	5,103	47,223
1898,	1,355	44,023	16	1,690	45,713
1899,	1,453	47,423	4	355	47,778
Total,	—	—	—	—	634,272

Balance
Sheet of
Teachers'
Pension
Fund.

38. The number of Teachers paying premiums in the various classes on 31st December, 1899, was :—

Males,	Class.		Females,	Class.	
	1 st	130		1 st	130
"	2 nd	1,231	"	1	880
"	3	2,231	"	2	1,374
"	3	2,054	"	3	2,220
Total,		5,716	Total,		6,123

39. The following statement relative to the Pension Fund* has been furnished to us by the Teachers' Pension Office :—

The Income and Expenditure of the Pension Fund during the year 1899 were as follows :—

	£	s.	d.	£	s.	d.
INCOME :—						
Two half-years' Interest on £1,300,000,	32,000	0	0			
Interest on Stock,	18,331	13	10			
Premiums paid by Teachers,	23,491	17	3			
Amount voted in aid,*	18,000	0	0			
				98,823	11	1
EXPENDITURE :—						
Pensions paid to Teachers,	47,422	13	6			
Gratuities,	355	0	0			
Premiums refunded,	3,128	10	10			
				50,906	4	4
Surplus of Income over Expenditure,				47,917	6	9
Amount realised by sale of £4,391 1s. 6d. Stock,				4,841	3	2
Cash Balance on 1st January, 1899,				279	10	8
				53,038	0	7
Sum invested in purchase of £49,439 3s. 5d. Stock,				53,172	17	0
Balance on 31st December, 1899, overdrawn,				134	16	5

The invested Capital of the Fund stood thus :—

	£	s.	d.
On 1st January, 1899, debt of the Irish Land Commission,	1,300,000	0	0
Stock in hand,	£650,235	16	5
Stock bought in 1899,	49,439	5	5
	699,675	1	10
Stock sold in 1899,	4,391	1	6
In hand 31st December, 1899,	£695,284	0	4
	£1,300,000	0	0

* NOTE.—The sum of £18,000 (Annual Parliamentary Grant) in aid of the Teachers' Pension Fund was paid over by us within the year to the Fund.

Expenditure on Schools.*

40. As far as we have been able to ascertain, the aggregate annual Expenditure on the *Schools* from all sources, including Parliamentary Grant, Rates, School fees, and local subscriptions, amounted to £1,215,816 8s. 5d., as shown in the following table. This would give an average of £2 7s. 11d., for each child in average daily attendance during the year:—

(a) From State Grants:—

	£	s.	d.	£	s.	d.
Vote for Primary Education (Ordinary),	819,416	16	0			
Parliamentary:—School Grant,	246,456	17	9			
Customs and Excise Grant, .	83,818	14	8			
	<hr/>			1,149,692	8	5

(b) From Local sources:—

Subscriptions and Endowments, &c. (towards Incomes of Teachers),	20,759	1	0			
Subscriptions (towards Repairs, &c.),	32,739	14	9			
Rates from Contributory Unions (net)	9,319	14	7			
School Pence paid by Pupils, .	3,305	9	8			
	<hr/>			66,124	0	0
Total annual Income of Schools from all sources,	<hr/>			£1,215,816	8	5
	<hr/>			<hr/>		

Rate per Pupil from (a) State Grants,	2	5	3½
Rate per Pupil from (b) Local sources,	0	2	7½
	<hr/>		
Rate per Pupil from all sources,	2	7	11

NOTE.—The amount paid out of Vote for Board of Public Works for Buildings, Repairs, &c., of Vested Schools, is not included in this Section, neither is the amount, £37,325 3s., contributed from local sources towards the erection of New Buildings, &c., included. (See page 7, Sec. 6.)

† The total amount of the contributions from the Rates was £26,007 7s. 7d., but the sum of £16,687 13s., was refunded to the Guardians out of the Customs and Excise Grant, leaving a net amount paid by the Guardians, £9,319 14s. 7d.

Payments to Teaching Staffs of Principal Classes of Schools.

41. The Amounts paid by the State in the Financial Year 1899-1900 to the Teaching Staffs of the *principal classes* of Day National Schools were as follows:—

(This does not include Rates, School Pence, and other Local Contributions.)

Class of Schools (Excluding Evening, Poor Law Union, &c., Schools).	No. of Schools.	Average daily attendance.	Total State Aid to Teaching Staff.			Average payment per pupil in average daily attendance.		
			£	s.	d.	£	s.	d.
1. Ordinary Schools (including Schools with average 20 to 30).	7,868	423,333	959,290	17	10	2	5	9½
2. Model Schools	76	7,027	31,213	3	5	4	8	10
3. Convent and Monastery Schools (Classification).	65	3,468	20,258	5	10	2	2	9½
4. Convent and Monastery Schools (Capitation).	281	63,967	121,952	4	6	1	18	1½
5. Modified Grant Schools (aver- age generally under 20).	226	3,635	7,177	15	0	1	19	6
Total of all Schools,	8,516	507,430	1,139,896	5	7	2	4	11

Various
kinds of
Payments.

42. The payments to the teaching staff out of the Funds placed at our disposal by Parliament are made under the following general heads:—(a) Salaries and Gratuities; (b) Results Fees; (c) Parliamentary School Grant; (d) Customs and Excise Grant.

(a)
Salaries
and
Gratuities.

(a.) The amount paid in 1899-1900 in Salaries to principal and assistant teachers, workmistresses, pupil teachers, and monitors (including Capitation Salaries to conductors of Convent Schools and to teachers of small Modified Grant Schools, together with Good Service Salaries and Gratuities for training monitors) was £574,354 12s. 6d.

(b)
Results
Fees.

(b.) As annually reported by us, the Results Fees paid from the Parliamentary Vote are determined upon the answering of the pupils at the Annual Results Examination of the Schools. The amount paid in the year was £235,916 17s. 6d.

(c)
The Parli-
mentary
School
Grant (Irish
Education
Act, 1892).

(c.) The Parliamentary School Grant for 1899-1900, under the Act of 1892, was at the rate of 10s. per pupil (over 3 and under 15 years of age) in average daily attendance, and was expended on (a) increases to the salaries of Principal and Assistant Teachers, and increases to the Grants to schools paid by Capitation; (b) *bonuses* to Assistants of five years standing, who rank higher than Third Class; (c) Third Class salaries (instead of Capitation) to small schools with an average attendance of not less than 20 but under 30 scholars; and (d) the residue was paid as a General Capitation Grant in proportion to the average daily attendance of pupils. This Capitation Grant in 1899 was 5s. 3d. per pupil. The total amount of School Grant paid in the year was £246,456 17s. 9d.

*The payments to Evening Schools, excluded from this table, amounted to £650 16s. 10d. Total, £1,140,547 2s. 5d.

(d) The share of the Local Taxation (Customs and Excise) Grant under the Act of 1890 paid to us is £78,000.*

(d)
Customs
and Excise
Grant.

Of this sum we paid as a capitation grant at the rate of 3s. 4d. per pupil in average attendance, £67,131 1s. 8d., to the teachers of schools in Non-contributory Unions, and £16,687 13s. to the Guardians of the Contributory Unions, in lieu of their contributions from the rates towards the Results Fees of the teachers of schools situated in these Unions.

43. The Teachers of Schools in Contributory Poor Law Unions receive the amount earned in Results Fees from the Parliamentary Vote, and one-half that amount, in addition, from the Rates. The number of Unions thus contributing in the year 1899-1900 was 25; the number of schools situated within these Unions examined for Results was 1,508; and the total amount of Results Fees paid by us out of the Guardians' contributions was £26,007 7s. 7d.

Rates

44. The net payment from the rates after the refund of £16,687 13s. to the Guardians under the Customs and Excise Act (1890), on account of their contributions of 1898-9, was £9,319 14s. 7d.

45. The total income of the Teaching Staff (Day and Evening National Schools) from the State and from local sources, for the year was as follows:—

Total
Income of
Teaching
Staff.

	£	s.	d.		£	s.	d.
(a) From Vote for Primary Education (ordinary):							
Salaries and Gratifications	571,354	12	6				
Results Fees	250,916	17	6				
Parliamentary School Grant	246,450	17	9	or 87½ per cent.	1,168,720	2	6
Customs and Excise Grant	88,838	14	8				
(b) Subscriptions, &c., (exclusive of Free Residences),	30,709	1	0				
Rates of Contributory Unions (Net),†	9,319	14	7	or 28 per cent.	33,384	5	3
School Fees paid by pupils	3,205	9	8				
Gross Total,					1,372,331	7	8

These totals differ from those given in paragraph 40. The difference is accounted for as follows:—

the State Grants to Schools,	£	s.	d.
the Income of Teaching Staff from State Grants,	1,149,692	3	6
Difference,	1,159,527	2	6
	8,145	6	0

The difference consists of the following payments:—

Central Model Schools—Free Stock, Charing and Petty Expenses,	£	s.	d.
Other Model Schools—Free Stock, Rent and Petty Expenses,	274	12	6
Incidental Expenses of Schools (Rent, &c.),	3,130	7	9
Free Stocks to National Schools,	52	12	4
Payments to Pupils of Agricultural Classes,	673	12	0
Reimbursement of Board Charge on Teachers' Residences,	145	9	2
	4,819	5	1
	89,145	6	0
the Expenditure on Schools from Local Sources,			
the Income of Teaching Staff from Local Sources,	64,124	0	0
Difference,	35,384	5	3
	832,739	14	9

This difference is the local expenditure on repairing the schoolhouses, &c.

* Model Schools do not share in this Grant.

† After refund to Guardians out of Customs and Excise Grant.

Training Colleges.

Training
Colleges.

46. There are five Training Colleges in operation and receiving Grants, viz. :—

(1.) "Marlborough-street" (Dublin), for men and women, under our own Management;

(2.) "St. Patrick's" (Drumcondra, Dublin), for men;

(3.) "Our Lady of Mercy" (Baggot-street, Dublin), for women.

Both of these Colleges are under the management of His Grace the Most Rev. Dr. Walsh, Archbishop of Dublin;

(4.) "Church of Ireland" (Kildare-place, Dublin), for men and women, under the management of His Grace the Most Rev. Dr. Peacocke, Archbishop of Dublin;

(5.) "De la Salle" (Waterford), for men, under the management of the Most Rev. Dr. Sheehan, Bishop of Waterford and Lismore.

There are also two other Colleges which have been sanctioned for the reception of Queen's Scholars by the Government, on our recommendation; one at Belfast, for women, under the management of the Most Rev. Dr. Henry, Bishop of Down and Connor, and one at Limerick, also for women, under the management of the Most Rev. Dr. O'Dwyer, Bishop of Limerick;

Neither of these Colleges is yet in operation.

47. The following Table shows the number of Candidates for Admission to Training (One and Two Years' Courses) in 1899 in each of the Training Colleges, and the antecedents of those admitted to the Two Years' Course :—

	One-Year Course.		Two-Year Course.					
	Numbers of Candidates.	Numbers admitted to Training.	Numbers of Candidates.	Numbers admitted to Training.	Antecedents.			
					Monitors.	Pupil Teachers.	Ex-Pupils.	Teachers.
(FOR MEN.)								
Marlborough-street,	23	22	138	56*	20	18	12	5
St. Patrick's, . .	55	46	149	60	42	-	13	5
Church of Ireland, .	7	4	45	20	7	5	8	-
De La Salle, . . .	18	7	269	74	38	4	22	-
Total, . . .	103	79	556	209	107	27	65	10
(FOR WOMEN.)								
Marlborough-street,	22	16	276	79†	34	21	22	2
Our Lady of Mercy,	89	31	539	67‡	27	-	28	2
Church of Ireland, .	5	4	123	34	5	1	28	-
Total, . . .	109	51	938	180	66	22	88	4

* Includes one extern.

† Includes eight externs.

‡ Includes four externs.

48. QUEEN'S SCHOLARS in Training—Session 1898-9

Name of College.	No. of Queen's Scholars at commencement of Session 1898-9.	No. who remained until Close of Session.	First Year's Examination of Two-Year Students.		Result of Final Examination.			
					One-Year Students.		Two-Year Students.	
			No. Examined.	No. Passed.	No. Examined.	No. Passed.	No. Examined.	No. Passed.
MEN.								
Kearney-street,	131*	129*	57	54	23	20	49	40
St. Patrick's, . . .	164	162	61	59	40	35	60	59
Church of Ireland, .	44	42	22	22	6	5	14	11
De La Salle, . . .	150	143	74	70	15	13	54	49
Total (Men), .	489	476	214	205	84	73	137	119
WOMEN.								
Kearney-street,	176†	175†	89	89	20	19	75	71
Our Lady of Mercy,	156	156	61	61	28	27	50	50
Church of Ireland, .	71	71	34	34	5	5	32	32
Total (Women),	403	401	175	175	53	51	157	153
Total (Men & Women)	892	877	389	380	137	124	294	272

* Includes one extern.

† Includes twelve externs.

Total
Trained
Teachers
1899.

49. THE TOTAL NUMBER of TRAINED TEACHERS in the SERVICE on 30th September, 1899, was 5,790, or 47·8 per cent. of the total number of Principal and Assistant Teachers in the service, made up as follows :—

College in which Trained.	Masters.	Mistresses.	Total.
Marlborough-street,	1,994	1,105	3,099
St. Patrick's,	1,232	—	1,232
Our Lady of Mercy,	—	1,109	1,109
Church of Ireland,	213	328	541
De La Salle,	307	—	307
Total,	3,246	2,544	5,790
Percentage of Trained Teachers to total of Principals and Assistants,	55·5	49·6	47·8

Religious
Denominations
of
Queen's
Scholars,
Marlborough-
street.

50. RELIGIOUS DENOMINATIONS of the QUEEN'S SCHOLARS admitted to MARLBOROUGH-STREET TRAINING COLLEGE for the Session, 1898-9.

—	R.C.	E.C.	Pres.	Metb.	Others.	Total.
Queen's Scholars in Residence, .	57	51	136	27	3	274
Extern,	2	3	7	1	—	13

See Table E, page 48.

51. TABLE showing for a series of years the demand for New Teachers and the supply of Trained Teachers; and the means of supplying the deficiency.

Year.	Demand.						Supply.		Deficiency or Surplus from Training Colleges.		Sources from which the Deficiency is met.						
	Fellowships.			Assistantships.			Total Number of Vacancies.		Number of Two Year' Queen's Scholars Trained.		Deficiency or Surplus from Training Colleges.		Number of Fifth Year Members (classsed) who did not enter a Training College.	Number of Pupils Teachers (classsed) who did not enter a Training College.	Number of provisionally classsed Teachers.	Total untrained Candidates for Teacher-ships.	
	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.	Males.	Fe- males.	Total.					
1888	126	156	232	123	155	231	249	264	513	84	96	183	185	330	70	239	984
1889	106	118	224	101	165	247	297	351	471	76	117	193	131	278	85	151	906
1890	109	122	231	93	123	221	297	245	452	89	102	191	118	261	74	117	811
1891	120	125	245	104	151	253	293	279	505	92	110	202	134	303	109	69	799
1892	102	111	213	112	147	259	214	228	472	107	116	223	107	249	166	61	613
1893	69	93	167	117	177	284	156	276	461	155	123	248	61	313	105	40	452
1894	63	164	167	139	238	337	222	342	564	109	150	239	113	325	108	33	715
1895	53	111	191	123	173	296	205	294	499	129	112	241	77	249	87	15	617
1896	95	108	203	148	200	343	253	328	651	171	131	302	72	249	435	17	800
1897	78	116	194	136	173	303	213	289	602	124	153	247	89	255	342	28	822
1898	91	103	194	120	155	265	211	258	499	177	146	323	34	176	570	22	866
1899	92	106	198	160	220	350	252	326	578	159	159	318	93	260	782	34	819

Demand for New Teachers and surplus of Supply.

Trained and
Untrained
Teachers.

52. Numbers of Trained and Untrained Teachers, and percentage of the number trained to the total number, for each of the last ten years :—

Year.	Trained.	Untrained.	Total.	Per-centage of Trained Teachers.
1890	4,159	6,900	11,119	374
1891	4,474	6,550	11,024	395
1892	4,559	6,536	11,075	409
1893	4,814	6,172	11,586	415
1894	4,935	6,793	11,728	423
1895	5,180	6,660	11,840	433
1896	5,351	6,619	12,000	443
1897	5,543	6,450	11,993	462
1898	5,585	6,329	11,975	466
1899	5,700	6,315	12,106	473

53. The following Table shows the number of One-year and Two-year Students in Training each year for the last ten years in the several Training Colleges, Males and Females being given separately :—

Year.	MEN.			WOMEN.		
	One-Year.	Two-Year.		One-Year.	Two-Year.	
		In Second Year.	In First Year.		Second Year.	First Year.
1890-91.	82	109	87	101	111	116
1891-92.	72	94	117	88	113	124
1892-3.	104	111	137	76	113	151
1893-4.	108	136	136	88	127	129
1894-5.	103	113	141	70	131	135
1895-6.	109	126	179	72	124	141
1896-7.	105	170	142	66	141	137
1897-8.	100	138	195	93	132	149
1898-9.	106	180	191	59	146	170
1899-0.	67	182	220	61	155	177

54. The General Reports on the Colleges for the session 1898-9 will be found in the Appendix, Section I. They are favourable and afford evidence of considerable progress.

Results Examinations of Pupils.

55. The total number of Schools examined for Results for the periods ended within the twelve months to 30th September, 1899, by the Inspectors and for which we have been able to tabulate the particulars, was 8,630, viz. :—

Results
Examina-
tions.

Ordinary Schools (including Convent and Monastery Schools),	8,406
Model Schools (separate departments),	76
P. L. Union Schools (Fees payable by the Guardians, at their discretion),	148

56. The number of pupils qualified for Results Examination and the number examined were as follows :—

—	Boys.	Girls.	Total.
(a) Number of pupils qualified by attendances for presentation at examinations for Results,	237,188	333,092	590,278
(b) Number of pupils who were present and examined on day of inspection for Results,	275,614	286,764	562,378

57. The following table shows the number of pupils who passed in all the three subjects—Reading, Writing, and Arithmetic—at the Results examinations:—

Percentage
of passes.

GRADES.	Number Examined.	Number Passed.	Percentage Passed.	Percentage examined in each Class to Total Number Examined.
Infants,	131,457	122,007	92·8	23·4
First Class,	80,430	69,721	86·7	14·3
Second Class,	80,423	64,036	79·6	14·3
Third Class,	76,613	59,627	77·8	13·6
Fourth Class,	66,677	44,075	66·1	11·8
Fifth Class (1st stage),	51,268	33,842	66·0	9·1
Fifth Class (2nd stage),	37,415	24,379	65·2	6·7
Sixth Class,	38,095	24,576	64·5	6·8
Total,	562,378	442,263	78·6	100·0

Com-
parative
view of
proficiency
in ordinary
subjects.

58. The per-centages of passes gained in Reading, Writing, Arithmetic, &c., in each of the last four years, are set forth in the following table:—

	1895.	1897.	1898.	1899.
Reading,	94.6	91.6	89.7	90.7
Writing,	95.8	95.4	95.3	94.6
Arithmetic,	84.1	84.0	83.5	81.7
Spelling,	83.6	83.9	84.3	85.2
Grammar,	70.2	70.7	71.5	72.0
Geography,	77.1	78.2	78.8	79.0
Agriculture,	65.8	68.3	67.8	66.2
Book-keeping,	68.5	70.0	70.7	71.6
Needlework,	92.9	93.1	93.4	93.1

See Table F., page 49.

Passes in
extra and
optional
subjects.

59. The following is a general Abstract of Results in Extra and Optional Subjects:—

	Number of Schools.	No. Ex- amined.	No. of Passes.	Percentage of Passes to Number Examined
Vocal Music,	1,475	84,809	75,474	89.0
Instrumental Music,	180	1,177	1,138	96.3
Drawing,	2,146	98,360	78,025	79.3
Kindergarten Work,	448	49,436	48,660	98.4
Girls' Reading Book and Domestic Economy,	117	1,802	910	69.9
Sewing Machines and Advanced Dressmaking,	499	4,917	4,124	83.9
Cookery,	125	2,887	2,803	97.1
Management of Poultry,	17	265	222	83.6
Dairy Management,	5	107	104	97.2
Handicraft,	10	208	189	90.9
Weaving,	5	73	69	95.6
Net Mending,	3	18	9	69.2
Hygiene,	34	525	385	73.3
Geometry and Mensuration,	827	5,397	3,787	70.2
Algebra,	1,857	14,476	9,384	69.0
Trigonometry,	5	12	6	50.0
Magnetism and Electricity,	7	177	122	68.9
Physiology,	2	79	44	55.7
Light and Sound,	1	28	15	53.6
Physical Geography,	247	2,494	1,624	65.1
Botany,	2	61	57	93.4
French,	89	906	710	78.4
Irish,	105	1,825	1,443	79.1
Latin,	28	114	93	81.6
Greek,	1	7	6	85.7
Bee-keeping,	12	144	127	88.2
Inorganic Chemistry,	2	33	29	90.6
Shorthand,	12	98	80	81.6
Typewriting,	21	228	195	85.5
Laundry Work,	11	191	185	97.4
Wool-Spinning,	8	116	112	96.6

60. The money value of the passes gained in Vocal Music was £8,802 2s. 6d., in Drawing was £13,144 11s., and in Kindergarten was £4,866 for the year; total, £26,812 13s. 6d.—See Table G, page 50. Money value of passes.

The money value of the passes gained in other Extras was £7,360 13s. Of this sum £3,442 15s. represented the value in Geometry and Algebra; £948 10s. in Latin, Greek, French, and Irish; £406 in Physical Geography, and £1,982 15s. 6d. in branches (exclusive of Needlework), for Females only. The remainder, £580 12s. 6d., was spread over the other subjects.

61. The number of schools in which Vocal Music was taught, and the number of pupils examined for the periods ended within the twelve months to 30th September, 1899, compared with those examined in 1898, were as follows:— Vocal Music.

	Schools.	Pupils Examined.	Pupils Passed.
1898,	1,304	81,162	71,323
1899,	1,475	84,999	75,474
Increase in 1899,	171	3,837	4,151

62. There is a considerable increase in the number of schools in which Drawing is taught, and the number of pupils has advanced proportionately. Statistics under both heads for 1899 as compared with 1898, are as follows:— Drawing.

	Schools.	Pupils Examined.	Pupils Passed.
1898,	1,923	90,147	71,239
1899,	2,146	98,399	78,025
Increase in 1899,	223	8,252	6,786

63. It is to be regretted that, both in the case of Vocal Music and Drawing, a very large number of instances occur in which teachers qualified to teach these branches fail to do so; but this is a matter that will be remedied in future.

Industrial and Technical Instruction.

64. The returns from the Inspectors' reports on the subject of Needlework continue to indicate that satisfactory numbers of pupils are under instruction and that due proficiency in this subject is attained. The importance of this industrial branch also continues to be fully recognised, and the teachers are alive to the necessity for improving their qualifications to give proper instruction. The number of Girls examined in Needlework was 172,337, of whom 160,495 passed the required standards. Needlework.

65. The Alternative Scheme of Literary and Industrial instruction for female pupils of Sixth Class, initiated in 1889, was found to be carried out by 1,186 schools in which female teachers were employed, representing about one-third of the schools in which it might possibly have been taken up. In view of the comparative want of appreciation displayed by managers and teachers in regard to this scheme, we have left its adoption optional in every case.

Alternative
Scheme for
Girls of
Sixth Class.

66. The Results of the Alternative Scheme (Literary and Industrial) for Sixth Class Girls in 1,186 schools in which it was operative were as follows:—

		Number Examined.	Number Passed.	Per- centages of Passes.
LITERARY PROGRAMME.				
	Reading (including Text Books on suitable Industrial Subjects and on Domestic Economy, with knowledge of the subject matter).	5,834	5,134	88.0
	English Composition (including Letter-writing) on various subjects, which should embrace Geography, Grammar, &c.—skill in Penmanship taken into account.	5,835	5,104	87.3
INDUSTRIAL PROGRAMME.				
Plain Needlework.	Plain Needlework, including Shirtmaking,	5,830	5,227	89.7
Special Industries, Class A.	Dressmaking,	2,849	2,625	92.1
	Fine Underclothing,	1,543	1,443	93.5
	Knitting,	4,614	4,303	93.5
	Repairing,	67	65	97.0
	Clothwork,	11	11	100.0
	Wool, Preparation of,	5	5	100.0
Special Industries, Class B.	Lace-making,	261	192	73.6
	Mounting Work,	1,725	1,283	74.4
	Art Needlework,	432	424	98.1
	Gold and Silver Lace Work,	17	15	88.2
	Hangings, &c.,	30	30	100.0
	Artificial Flower making,	15	5	33.3
	Other kinds of Cottage Industries,	70	70	100.0

67. The number of Special Industrial Departments connected with schools where advanced needlework, embroidery, lace-making, &c., is taught under the provisions of Rule 155 to the senior girls who have passed the literary course, and to young women of the locality who are not pupils of the schools, was 65 on 30th September, 1899, of which 61 were connected with Convent National Schools and 3 with ordinary National Schools, and one with the Central Model School.

68. Weaving classes under extern teachers (to whom we paid special salaries), continued to be taught in a few of the Convent National Schools with satisfactory results. Net-mending similarly was taught for short courses by experts in a few Coast or Island National Schools. Sprigging has been taught in some schools in the West as a Cottage Industry, for which we have allowed Results Fees.

69. In addition to the instruction imparted in Cookery in 72 schools by qualified members of the Teaching Staffs, the subject was taught in 53 schools to 111 separate Cookery classes by the special experts employed by us to visit various localities and assist in extending a practical knowledge of the subject. These experts have given courses of instruction in Practical Cookery and Laundry Work to classes organized by the Secretary of the Royal Irish Association for the Employment of Women.

The following figures show the number of Pupils under instruction in these branches during 1898 and 1899 respectively:—

	Schools.	Pupils Examined.	Pupils Passed.
Cookery was taught, in 1898, in . . .	113	2,561	2,508
" " " 1899, " . . .	125	2,387	2,806
Laundry work was taught, in 1898, in . . .	10	218	218
" " " 1899, " . . .	11	191	186

70. Kindergarten system continues to be practised in several large schools with regularly organized infants' departments.

The number of schools in which Kindergarten work was taught, and the number of pupils examined, as compared with 1898, were as follows:—

	Schools.	Pupils Examined.	Pupils Passed.
1898	416	46,334	45,508
1899	445	49,436	48,669
Increase in 1899. . .	32	3,102	3,161

Pupils of
Industrial
Schools
(under
the Act).

71. In 34 National Schools, pupils of Industrial Schools (certified under the Industrial Schools Act) were found in attendance. The number of these pupils on the rolls on the last day of the results year was 367 boys and 1,773 girls—total, 2,140; and the average daily attendance was for pupils of all ages, 2,063, and for those of 3 to 15 years of age, 2,002. The Industrial pupils attending school are instructed in the same manner as the ordinary day pupils; but payment for their instruction is not made by us, but by the Industrial Schools Department.

Agriculture.

No. of
pupils
examined
in theory of
agriculture.

72. As set forth at page 49, Table F, 80,472 pupils were examined in the Agricultural Text Books by the District Inspectors in the ordinary National Schools at their Results Examinations, and 53,297 passed. Such instruction in the *theory* of Agriculture, for which ordinary Results Fees were payable, was compulsory for boys in 4th, 5th, and 6th classes in all rural schools, conducted by Masters. It was optional in the case of girls in schools where the Teacher was qualified to give the instruction.

School
Farms.

73. The total number of School Farms in connexion with ordinary National Schools on the 30th September, 1899, was 38, of which 37 were reported on; 10 Farms which, from various causes, had become inoperative were removed from the list during the year. The boys in the advanced classes of schools with School Farms attached were examined in the practice as well as in the theory of Agriculture, and special fees were paid on the proficiency of the pupils and on the satisfactory state of the farms. The names of the schools and the extent of the farm attached to each will be found in the Appendix, Section IV. The total number of pupils examined in Practical Agriculture was 690, of whom 590 passed.

Classes in
practical
Agriculture.

74. In 32 of these schools we made payments to the pupils of agricultural classes for working on the small farms or gardens, under the direction of the teachers, assisted by agricultural monitors.

The number of pupils who, on account of their regularity of attendance at the farm work, and proficiency at the examinations, received payments was 355; and the number of agricultural monitors who fulfilled the conditions prescribed in their case was 64.

School
Gardens.

75. We had 116 schools with School Gardens attached on 30th September, 1899, as compared with 109 for the previous year. Eighty-nine were examined within the year. Of the remaining School Gardens, some were not ready for examination, as they had only recently been placed on the list; and, in the other cases, gardening operations had been temporarily suspended. For the management of these Gardens, and for the practical knowledge displayed by the pupils, we granted special fees upon the reports of the District Inspectors. The number of pupils examined in these schools was 2,171, of whom 1,800 passed.

Dairy Instruction by Itinerant Dairy Maids. 79. The progress in Itinerant dairy instruction noted in the year 1898 has continued during 1899. The attendances at the instruction given in Munster by the itinerant Dairy instructresses at the different centres, continued to be large and was representative of the farming classes.

Dairy Instruction in Creameries. 80. The Creamery Instructors have been very fully occupied in the inspection of existing creameries, and in advising upon sites and plans for new Creameries. In this matter the Board of Public Works co-operated in the preparation of plans.

Experiments. 81. Reports on experiments in potato culture and in methods for the prevention of potato disease which were carried out at the Agricultural Establishments at Glasnevin and Cork, and also at the ordinary School Farms throughout the country, will be found in the Appendix, Section IV.

82. The Albert Agricultural Institution, Glasnevin, and the Munster Institution, Cork, passed from under the control of this Board on the 31st March, 1900, and were transferred to the new Department created under the Agriculture and Technical Instruction (Ireland) Act, 1899, from the 1st April, 1900.

Books and Requisites.

Books and requisites. 83. During the year the number of articles on our List of Books and Requisites was increased from 2,032 to 2,190. The list now includes 39 sets of Readers, comprising 294 books. The several classes in our schools are thus provided with a variety of general reading books, as well as with reading books in Irish and English History, Geography, Domestic Economy, and Animal Life. Upwards of 180 varieties of copy-books with headlines, &c. and over 220 diagrams and books for Object Lessons are also among the articles available for selection by Managers and Teachers. Arrangements are also made by which Managers and Teachers can obtain a large and varied assortment of Kindergarten goods and teaching appliances.

84. The number of requisitions for the purchase of books, &c. was 26,242, amounting in value to £33,599 7s. 1d. on which we allowed the cost of the remittances to the extent of £187 5s. 11d.

During 1899-1900 there were 177 grants of Free Stock, amounting in value to £673 14s. 6d., made in the case of new schools, and of schools in which extensive structural improvements had been carried out by private contributions. In addition, there were 122 Free Grants to Model Schools, &c., which amounted in value to £234 14s. 2d., and all school account books were given gratuitously. Goods were purchased for the stores during the year at a cost of £31,580 9s. 1d.

The issues comprised 1,233,719 reading books and 3,026,849 copy books and drawing books.

The books, requisites, &c. were sold, as nearly as possible, at their cost price; and were sent carriage free to the schools or to the stations and outlying places nearest to them. This expense of transmission amounted to £2,347 7s. 8d., besides a sum of £178 14s. 11d. for postage on small parcels.

Private Contribution Funds.

85. The "Carlisle and Blake" Fund is still at the disposal of this Board for the special recognition of distinguished merit shown by Teachers as school-keepers. The Premiums awarded are to the value of £5 to one successful candidate in each school district in every fourth year. Convent, Monastery, and Model Schools are excluded from the competition. The names of the Teachers who secured the Prizes for 1899 will be found in the Appendix.

Carlisle
and Blake
Premiums

86. The "Reid Bequest" special prizes, under the will of the late R. T. Reid, Esq., LL.D., varying from £25 to £10 each, were awarded to twelve male Monitors of National Schools in the County of Kerry for superior answering at competitive examinations for the prizes. The names of the successful competitors for these prizes will also be found in the Appendix.

Reid
Bequest.

87. Attached hereto are statistics as to the schools, the proficiency of the pupils, &c., also our financial statement for the year ended 31st March, 1900.

Statistics.

Commission on Manual and Practical Instruction.

88. We have had under consideration during the past year the question of reforming our School Curriculum so as to give effect largely to the recommendations of the Manual and Practical Instruction Commission. In the course of the current financial year we hope to be able to bring our new scheme into operation in the schools generally.

Commissioners.

89. In November last W. H. Newell, esq., LL.D., C.B., who was Commissioner of National Education since 1886, resigned.

We regret the severance of his long connexion with this Board. His most efficient services and valuable advice and co-operation were highly appreciated by us.

The vacancy created by Dr. Newell's retirement has been filled by the appointment of the Right Hon. Mr. Justice Gibson.

90. We submit this, as our Report for the past year, to Your Excellency, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this 17th day of July, One Thousand Nine Hundred.

SEAL.

(Signed),

M. S. SKYMOUR,

A. HAMILTON,

{ Secretaries.

TABLE A.—Showing the *total* number of Schools in each County on the total number of Pupils on the Rolls of Schools examined for the Religious Denominations of these Pupils; the total average number on

PROVINCES AND COUNTIES.	Total Number of Schools in County on 30th Sept., 1899.	Total Number of Schools from which Returns have been received.	Attendance at Schools examined for		
			(a) Total Number of Pupils on Rolls on last day of Results year.		
			Males.	Females.	Total.
ULSTER:					
Antrim,	691	686	40,832	40,111	80,943
Armagh,	279	279	12,323	12,009	24,332
Cavan,	292	292	9,710	8,343	18,053
Donegal,	434	428	15,449	14,567	30,016
Down,	497	497	25,742	24,478	50,220
Fermanagh, . . .	184	184	5,874	5,478	11,352
Londonderry, . .	303	303	12,430	12,140	24,570
Monaghan, . . .	189	188	6,803	6,728	13,531
Tyrone,	375	373	13,017	12,602	25,619
Total,	3,244	3,230	142,180	137,356	279,536
MUNSTER:					
Clare,	266	255	11,284	11,683	22,967
Cork,	753	752	36,306	38,102	74,408
Kerry,	361	358	17,594	18,151	35,745
Limerick,	266	265	12,347	13,895	26,242
Tipperary, . . .	323	320	13,301	15,012	28,313
Waterford, . . .	142	142	6,144	7,908	14,052
Total,	2,101	2,092	96,976	104,751	201,727
LEINSTER:					
Carlow,	82	82	3,078	3,197	6,275
Dublin,	333	329	25,333	30,072	55,405
Kildare,	105	105	4,250	4,623	8,873
Kilkenny,	186	185	6,768	7,144	13,912
King's,	122	121	5,088	5,121	10,209
Longford,	113	113	4,233	4,478	8,711
Louth,	107	105	4,599	5,337	9,936
Meath,	179	179	6,280	6,580	12,860
Queen's,	123	123	4,735	4,672	9,407
Westmeath, . . .	138	138	5,139	5,453	10,592
Wexford,	177	174	6,815	8,066	14,881
Wicklow,	130	128	4,818	4,522	9,340
Total,	1,795	1,782	81,136	89,265	170,401
CONNAUGHT					
Galway,	437	437	19,472	20,013	39,485
Leitrim,	209	209	7,710	7,564	15,274
Mayo,	423	421	19,841	20,442	40,283
Roscommon, . . .	244	243	10,627	10,924	21,551
Sligo,	217	216	8,373	8,509	16,882
Total,	1,530	1,526	66,023	67,452	133,475
ULSTER,	3,244	3,230	142,180	137,356	279,536
MUNSTER,	2,101	2,092	96,976	104,751	201,727
LEINSTER,	1,795	1,782	81,136	89,265	170,401
CONNAUGHT,	1,530	1,526	66,023	67,452	133,475
ALL IRELAND,	8,670	8,630	386,315	398,824	785,139
Per-centages to total on Rolls, . . . }	-	-	49.2	50.8	100.0

* R.C., denotes Roman Catholic; E.C., Late Established Church; Pres., Presbyterian;

30th September, 1899; the number of Schools from which Returns were received; Results periods ending within the twelve months to 30th September, 1899; the the Rolls; and the Total average Daily Attendance for the periods indicated.

the Results periods ending within the twelve months to 30th September, 1899.

(b) Religious Denominations,*						(c) Average Number of Pupils on Rolls for the Results years.	(d) Total Average Daily Attendance for the Results years.	PROVINCES AND COUNTIES.
R.C.	R.C.	Pres.	Met.	Others.	Total.			
18,200	18,334	37,903	2,922	1,982	80,943	81,005	55,847	ULSTER:
10,793	8,242	4,047	985	263	24,332	24,666	16,113	Antrim.
15,248	2,917	619	168	1	18,953	19,447	11,753	Armagh.
28,183	3,393	3,077	350	13	30,016	30,417	17,867	Cavan.
11,593	12,729	22,631	1,575	1,677	50,220	50,425	34,337	Donegal.
6,429	4,332	229	449	14	11,352	11,462	7,124	Down.
10,478	4,898	8,686	190	320	24,570	24,650	15,925	Fermanagh.
9,648	1,844	1,979	52	8	13,531	13,938	8,745	Londonderry.
13,209	6,293	5,377	511	329	25,619	25,851	16,173	Monaghan.
								Tyrone.
118,683	64,575	84,569	7,202	4,507	279,536	281,881	183,884	Total.
23,693	250	23	1	-	22,967	23,314	14,831	MUNSTER:
67,329	4,167	289	390	231	74,406	75,510	52,028	Clare.
34,907	741	28	43	26	35,745	36,943	23,734	Cork.
25,158	631	76	107	70	26,242	26,792	18,132	Kerry.
27,130	1,064	77	38	4	28,313	28,559	19,072	Limerick.
13,641	304	33	17	57	14,052	14,214	9,824	Tipperary.
								Waterford.
193,034	7,157	526	602	388	201,727	204,652	137,621	Total.
5,530	714	19	12	-	6,275	6,258	4,097	LEINSTER.
46,256	7,318	671	446	714	55,405	55,805	36,583	Carlow.
8,192	578	69	14	20	8,873	8,911	5,639	Dublin.
13,380	510	17	3	2	13,912	14,233	9,397	Kildare.
9,429	698	44	33	5	10,209	10,327	6,548	Kilkenny.
7,925	703	41	33	7	8,711	8,896	5,400	King's.
9,190	493	194	46	13	9,936	10,136	6,496	Longford.
12,155	660	33	2	4	12,860	13,155	8,646	Louth.
8,315	1,016	40	35	1	9,407	9,589	6,142	Meath.
9,966	557	36	30	3	10,592	10,700	6,995	Queen's.
13,762	1,034	48	11	6	14,881	15,092	9,506	Westmeath.
7,853	1,383	52	47	5	9,340	9,464	6,024	Wexford.
151,953	15,692	1,264	712	780	170,401	172,466	111,499	Total.
38,850	552	70	12	1	39,485	40,433	24,080	CONNAUGHT:
13,817	1,328	30	97	2	15,274	15,657	9,559	Galway.
39,333	639	105	-	6	40,283	41,760	23,824	Leitrim.
21,032	131	68	5	15	21,551	21,980	13,039	Mayo.
15,469	1,218	115	54	26	16,882	17,334	10,347	Roscommon.
								Sligo.
128,701	4,168	388	168	50	133,475	137,164	80,848	Total.
118,683	64,575	84,569	7,202	4,507	279,536	281,881	183,884	ULSTER.
193,034	7,157	526	602	388	201,727	204,652	137,621	MUNSTER.
151,953	15,692	1,264	712	780	170,401	172,466	111,499	LEINSTER.
128,701	4,168	388	168	50	133,475	137,164	80,848	CONNAUGHT.
592,591	91,592	86,747	8,614	5,725	785,139	796,163	513,852	ALL IRELAND
75.5	11.7	11.0	1.1	0.7	100.0	64.5		
Per-centages to total on Rolls.						Percentage of average daily attendance to average number on Rolls.		

R.C., Methodist; and Others, Other Denominations.

TABLE B.—Showing, according to Provinces and Counties, the number of ROMAN year, of the 3,235 SCHOOLS from which Returns have been

PROVINCES AND COUNTIES.	Total No. of Schools	Under Roman Catholic Teachers.							Under	
		No. of Schools.	R.C.	K.C.	Pres.	Meth.	Others.	Total	No. of Schools.	R.C.
ULSTER.										
Armagh, . . .	263	67	4,508	195	372	-	6	5,081	191	553
Armagh, . . .	119	52	4,581	290	93	5	-	4,979	64	518
Cavan, . . .	124	101	6,351	494	37	9	-	6,874	20	190
Down, . . .	216	189	10,077	553	396	16	5	10,957	86	1,104
Down, . . .	253	71	5,248	217	306	8	9	5,788	157	942
Fermanagh, . . .	111	59	3,021	627	29	27	-	3,703	51	514
Londonderry, . . .	183	64	4,361	180	355	2	16	4,912	117	1,089
Monaghan, . . .	98	64	4,591	182	173	1	-	4,948	33	256
Tyrone, . . .	242	122	6,921	704	421	54	19	8,119	118	1,161
Total, . . .	1,589	730	49,593	3,412	2,089	122	55	55,261	837	6,573
MUNSTER.										
Clare, . . .	61	61	7,152	146	15	-	-	7,313	-	-
Cork, . . .	227	209	23,607	618	17	22	6	24,319	15	75
Kerry, . . .	110	100	12,983	368	4	9	13	13,377	2	1
Limerick, . . .	68	64	7,075	291	17	15	16	7,324	2	14
Tipperary, . . .	101	94	8,607	353	31	2	-	8,995	6	94
Waterford, . . .	33	31	3,508	117	11	1	7	3,642	1	12
Total, . . .	599	567	62,759	1,043	95	49	42	64,759	26	126
LEINSTER.										
Carlow, . . .	39	27	2,742	78	4	-	-	2,819	3	27
Dublin, . . .	96	54	8,023	180	4	3	-	8,010	31	294
Kildare, . . .	39	39	3,750	105	15	6	4	3,889	-	-
Kilkenny, . . .	55	53	3,349	157	4	-	2	4,012	2	109
King's, . . .	51	51	4,377	399	6	7	4	4,590	1	10
Longford, . . .	51	47	3,855	149	11	9	1	4,125	4	44
Louth, . . .	35	31	2,655	86	12	-	-	2,763	4	27
Meath, . . .	63	59	4,155	179	8	-	1	4,343	1	1
Queen's, . . .	50	45	3,806	174	9	-	-	3,989	5	6
Westmeath, . . .	34	33	3,560	96	5	-	-	3,663	1	1
Wexford, . . .	66	58	5,645	167	6	1	3	5,834	8	23
Wicklow, . . .	51	49	3,193	153	3	1	-	3,353	11	78
Total, . . .	634	539	50,506	1,760	87	27	17	52,397	71	623
CONNAUGHT.										
Galway, . . .	86	84	8,310	207	12	-	1	8,510	2	3
Lettim, . . .	86	81	6,066	239	14	17	-	6,396	5	21
Mayo, . . .	84	80	8,050	247	18	-	-	8,315	4	15
Roscommon, . . .	66	63	5,963	203	21	3	3	6,196	3	16
Sligo, . . .	101	94	7,065	366	7	7	-	7,445	6	53
Total, . . .	423	402	35,459	1,402	72	27	4	36,964	20	120
GROSS TOTAL,	3,235	2,230	198,278	8,417	2,34	225	118	209,881	954	7,512

CATHOLICS and PROTESTANT Pupils on the Rolls on the last day of their Results received, and which were attended by both Denominations.

Potential Teachers.					Under Roman Catholic and Protestant Teachers.							PROVINCES AND COUNTIES.	
P.C.	Pres.	Meth.	Others.	Total.	No. of Schools.	R.C.	P.C.	Pres.	Meth.	Others.	Total.		
ULSTER.													
6247	12,730	772	508	21,190	5	331	336	268	33	31	1,003	Antrim.	
2,730	1,455	299	66	4,868	3	21	146	115	23	7	264	Armagh.	
737	105	55	-	1,075	2	108	33	45	5	-	191	Cavan.	
1,433	1,877	124	3	4,541	-	-	-	-	-	-	-	Donegal.	
5,388	9,469	618	352	17,678	5	258	123	126	1	-	513	Down.	
1,911	117	256	9	2,907	1	40	71	1	12	-	124	Fermanagh.	
1,176	4,632	48	163	8,128	2	66	19	34	-	-	119	Londonderry.	
815	865	4	7	1,725	2	79	57	4	-	-	140	Monaghan.	
2,398	5,092	232	131	7,334	2	263	92	72	-	-	447	Tyrone.	
24,675	34,271	2,388	1,739	69,546	22	1,109	834	666	74	38	2,801	Total.	
MUNSTER.													
-	-	-	-	-	-	-	-	-	-	-	-	Clare.	
523	16	72	5	691	3	225	148	13	24	24	434	Cork.	
34	4	4	-	45	-	-	-	-	-	-	-	Kerry.	
43	-	-	-	63	2	13	100	14	32	42	191	Limerick.	
150	7	12	-	265	1	12	56	7	4	1	89	Tipperary.	
63	8	3	9	109	-	-	-	-	-	-	-	Waterford.	
324	35	91	14	1,160	6	250	304	34	50	67	705	Total.	
LEINSTER.													
78	-	-	-	105	-	-	-	-	-	-	-	Carlow.	
2,451	205	243	290	3,483	11	2,072	564	57	24	36	2,553	Dublin.	
38	-	-	-	140	-	-	-	-	-	-	-	Kildare.	
38	-	-	-	43	-	-	-	-	-	-	-	Kilkenny.	
73	2	11	6	155	-	-	-	-	-	-	-	King's.	
69	25	2	-	128	-	-	-	-	-	-	-	Longford.	
12	6	-	-	19	3	306	60	-	-	-	366	Louth.	
177	-	-	-	183	-	-	-	-	-	-	-	Meath.	
27	11	20	-	59	-	-	-	-	-	-	-	Queen's.	
246	5	8	-	267	-	-	-	-	-	-	-	Westmeath.	
403	41	15	2	544	-	-	-	-	-	-	-	Wexford.	
3,611	285	394	298	5,121	14	2,378	424	57	24	36	2,919	Total.	
CONNAUGHT.													
76	18	11	-	113	-	-	-	-	-	-	-	Galway.	
150	1	16	2	232	-	-	-	-	-	-	-	Leitrim.	
50	26	-	-	131	-	-	-	-	-	-	-	Mayo.	
114	3	2	3	138	-	-	-	-	-	-	-	Monaghan.	
138	11	-	4	211	1	1	32	12	15	5	65	Sligo.	
668	59	29	9	885	1	1	32	12	15	5	65	Total.	
29,713	34,660	2,892	2,060	76,732	43	3,818	1,594	769	163	146	6,430	GROSS TOTAL.	

TABLE C.—Showing, according to Provinces and Counties, the number of (a) ROMAN CATHOLIC, and (b) PROTESTANT Pupils on Rolls on last day of their Results year of 5,386 Schools, from which returns have been received, attended *solely* by one Denomination.

PROVINCES AND COUNTIES.	Total Number of unrolled Schools.	Under Roman Catholic Teachers.		No. of Schools.	Under Protestant Teachers.				
		Number of Schools.	(a) No. of Pupils.		(b) No. of Pupils—Protestants.				
			R. C.		E. C.	Pres.	Metb.	Others.	Total.
ULSTER.									
Antrim,	421	76	12,423	344	15,140	24,166	2,116	1,333	41,039
Armagh,	158	52	5,835	107	5,087	2,360	643	183	8,273
Cavan,	147	116	8,563	51	1,633	432	119	1	2,205
Donegal,	212	161	11,922	51	1,337	394	210	5	2,446
Down,	264	53	5,147	211	6,579	12,751	948	816	20,034
Fermanagh,	73	38	3,754	35	1,723	82	154	5	1,961
Londonderry,	120	43	4,909	77	2,623	3,647	140	141	6,411
Monaghan,	89	53	4,743	36	948	888	47	1	1,884
Tyrone,	139	54	4,844	76	2,666	1,847	221	79	4,813
Total,	1,635	646	61,293	989	35,506	47,351	4,593	2,564	90,019
MUNSTER.									
Clare,	194	189	15,341	5	104	8	1	-	113
Cork,	523	457	45,395	66	2,838	243	278	113	3,472
Kerry,	248	223	21,925	13	339	20	39	13	402
Limerick,	197	190	18,256	7	201	45	70	12	403
Tipperary,	219	205	18,417	14	505	32	29	5	599
Waterford,	110	103	10,320	7	119	14	13	41	167
Total,	1,491	1,379	129,855	112	4,106	362	412	182	5,142
LEINSTER.									
Carlow,	62	37	2,761	15	563	15	12	-	590
Dublin,	232	162	35,667	79	4,323	405	176	249	5,133
Kildare,	66	59	4,433	16	473	54	8	16	561
Kilkenny,	130	120	9,429	10	315	13	3	-	331
King's,	69	56	5,947	13	456	38	26	1	521
Longford,	62	48	3,936	14	484	26	13	-	523
Louth,	79	61	6,506	9	329	157	44	13	543
Meath,	116	102	7,693	14	415	19	2	3	439
Queen's,	73	55	4,563	18	605	31	35	1	732
Westmeath,	102	90	6,405	12	432	20	10	3	465
Wexford,	108	91	8,094	17	621	37	7	1	666
Wicklow,	77	56	4,599	21	822	8	31	3	864
Total,	1,157	928	98,416	229	9,897	825	367	280	11,379
CONNAUGHT.									
Galway,	351	345	30,532	6	189	40	1	-	230
Leitrim,	123	93	7,718	25	829	15	64	-	913
Mayo,	337	326	31,468	11	302	61	-	6	369
Roscommon,	177	173	15,048	4	114	44	-	9	167
Sligo,	115	98	8,345	17	603	85	32	17	816
Total,	1,103	1,040	93,121	63	2,126	245	97	32	2,500
ULSTER,									
MUNSTER,									
LEINSTER,									
CONNAUGHT,									
GRAND TOTAL,	5,386	3,993	332,715	1,393	51,715	48,793	5,474	3,063	109,948

* There are nine other schools which cannot be brought under the headings in this table, viz.—Two in Antrim, one in Armagh, one in Monaghan, one in Tyrone, one in Cork, and one in Dublin, with attendances exclusively non-Catholic, but with Roman Catholic teachers on the staff; and also one school in Cavan and one in Cork with the attendance exclusively Roman Catholic and the teaching staff Protestant and Roman Catholic.

TABLE D.—The following Table, compiled from returns furnished through the Inspectors, shows for each Province and County the amounts received by the Teaching Staff in (a) school fees, and also (b) their receipts from other sources of local aid, including Rates Contributions for the Results year of the Schools examined for Results periods ended within the 12 months to 30th September, 1899.

NOTE.—In most of the schools no fees are charged, and in the remainder only the excess fees authorised under the Act of 1892.

PROVINCES AND COUNTIES.	Payments by Pupils.	Other Local Aid (including Rates).	Total
ULSTER.	£ s. d.	£ s. d.	£ s. d.
Antrim,	926 3 11	7,597 1 5	8,523 4 4
Armagh,	105 4 7	1,433 0 1	1,538 4 8
Carma,	7 18 3	1,971 7 8	1,979 5 11
Donegal,	3 17 0	1,294 17 8	1,298 14 8
Dows,	613 4 11	5,202 9 6	5,815 14 5
Fermanagh,	12 17 10	726 19 1	739 16 11
Londonderry,	108 16 10	1,722 15 3	1,831 12 1
Monaghan,	5 0 8	341 14 6	346 15 2
Tyrone,	37 16 8	2,237 2 11	2,274 19 7
Total,	1,822 19 8	21,697 8 1	23,520 7 9
MUNSTER.			
Clare,	27 12 3	276 1 8	303 13 11
Cork,	497 12 1	5,052 0 6	5,549 12 7
Kerry,	39 16 2	896 14 5	935 10 7
Limerick,	131 15 2	2,314 10 4	2,445 5 6
Lisburn,	62 3 5	1,696 11 11	1,758 15 4
Waterford,	35 18 4	495 15 7	530 13 11
Total,	794 17 5	10,934 14 5	10,829 11 10
LEINSTER.			
Carlow,	—	384 15 1	384 15 1
Dublin,	241 14 7	3,041 11 5	3,283 6 0
Kildare,	31 3 6	537 8 5	568 11 11
Kilkenny,	25 10 0	657 4 7	682 14 7
King's,	19 12 8	1,022 15 9	1,042 8 5
Longford,	50 15 5	537 13 10	587 9 3
Louth,	18 3 8	212 18 5	231 2 1
Meath,	17 19 6	2,484 18 6	2,502 18 0
Queen's,	10 17 6	448 8 0	458 5 6
Westmorland,	26 17 5	1,535 1 9	1,561 19 2
Wexford,	18 10 5	513 13 7	532 4 0
Wicklow,	74 17 3	1,439 11 8	1,514 8 11
Total,	536 1 11	12,816 1 0	13,332 2 11
CONNAUGHT.			
Galway,	33 13 1	817 7 4	851 0 5
Leitrim,	—	829 14 10	829 14 10
Mayo,	31 8 2	481 16 10	513 5 0
Monaghan,	53 9 1	504 4 5	557 13 6
Sligo,	33 0 4	291 1 8	324 2 0
Total,	154 10 8	2,218 5 1	2,369 15 9
Grand Total,	3,505 9 8	46,760 8 7	50,271 18 5

TABLE E.

The total number of students in Training annually in the various Colleges since 1883, and the annual Grants to these Colleges, are set forth in the following Table:—

Year	" Marlborough Street."			" St. Patrick's."			" Our Lady of Mercy."			" Church of Ireland."			" De La Salle."			Total		
	Students.*		Amount.	Students.*	Amount.	Students.*	Amount.	Students.*	Amount.	Students.*	Amount.	Students.*	Amount.	Students.*	Amount.	Students.*	Amount.	Students.*
	Males.	Females.																
1883-4.	87	90	7,533 19 5	63	£ s. d. 1,614 0 0	94	£ s. d. 1,039 0 0	—	£ s. d. —	—	£ s. d. —	164	£ s. d. 11,017 19 5	—	£ s. d. —	164	£ s. d. 11,017 19 5	—
1884-5.	81	91	7,132 12 1	137	4,301 4 11	99	3,362 17 3	14	43	—	—	192	17,190 14 3	—	—	192	17,190 14 3	—
1885-6.	98	101	7,948 8 1	148	4,303 5 5	141	4,085 18 7	23	66	—	—	197	31,212 6 30	—	—	197	31,212 6 30	—
1886-7.	98	102	7,865 1 0	146	4,248 14 5	148	4,043 7 8	23	68	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1887-8.	100	99	7,514 10 7	146	4,040 14 8	150	4,385 16 11	50	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1888-9.	110	100	7,693 14 10	145	4,239 18 0	150	4,385 16 11	50	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1889-90.	95	99	7,105 9 10	145	4,239 18 0	150	4,385 16 11	50	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1890-1.	99	99	7,281 6 7	146	4,079 5 2	150	4,385 16 11	50	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1891-2.	101	102	9,421 10 9	145	4,079 5 2	150	4,385 16 11	50	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1892-3.	97	107	10,135 9 0	140	10,346 9 7	150	7,251 8 0	88	75	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1893-4.	96	103	9,615 4 11	140	10,377 15 5	150	7,067 0 0	86	63	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1894-5.	95	110	9,410 7 10	140	10,368 12 6	150	7,067 11 11	82	70	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1895-6.	103	114	10,104 7 4	141	10,243 2 3	150	6,983 15 7	34	69	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1896-7.	105	113	10,071 7 5	141	10,790 8 2	150	7,043 9 1	43	72	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1897-8.	121	141	11,021 13 0	142	11,054 0 4	150	7,152 7 7	40	73	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
1898-9.	124	164	13,041 8 9	151	10,966 7 2	156	7,400 19 8	44	71	—	—	276	31,212 6 30	—	—	276	31,212 6 30	—
Total Grants.	—	—	714,513 8 5	—	128,798 12 7	—	90,122 16 10	—	—	—	—	—	40,515 15 0	—	—	—	474,001 4 9	—

* Externs not included.

† The Marlborough-street College was kept in repair, and supplied with fuel, light, &c., by the Board of Works, up to 31st August, 1896. The amounts entered in the above Table under head of " Marlborough-street," do not include the cost of these incidents prior to 1891-2, no separate account of them having been kept.

‡ The De La Salle Training College commenced operations on 1st September, 1899.

TABLE F.

The following Table shows the number of pupils examined for Results in the various subjects indicated, the number of passes, and the per-centage of passes to the number examined:—

SUBJECTS AND CLASSES.	No. of Pupils examined for Results in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.	SUBJECTS AND CLASSES.	No. of Pupils examined for Results in subject.	No. of Passes assigned for answering in subject.	Per-centage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I., . .	80,430	76,459	95.1	Class III., . .	76,613	62,333	81.4
" II., . .	80,423	75,372	91.2	" IV., . .	66,677	47,948	70.8
" III., . .	76,613	68,822	89.8	" V., . .	51,268	32,713	63.6
" IV., . .	66,677	58,734	88.1	" V ² ., . .	37,415	25,404	67.9
" V., . .	51,268	45,739	89.2	" VI., . .	38,095	27,059	71.0
" V ² ., . .	37,415	34,089	91.1	Total, . .	270,068	194,557	72.0
" VI., . .	38,095	33,727	88.5	GEOGRAPHY.			
Total, . .	430,921	390,902	90.7	Class III., . .	76,613	64,226	83.8
WRITING.				" IV., . .	66,677	52,464	78.7
Class I., . .	80,430	77,797	96.7	" V., . .	51,268	39,321	76.7
" II., . .	80,423	76,763	95.4	" V ² ., . .	37,415	29,044	77.6
" III., . .	76,613	74,480	97.2	" VI., . .	38,095	28,404	74.6
" IV., . .	66,677	63,596	95.4	Total, . .	270,068	213,459	79.0
" V., . .	51,268	44,770	87.3	AGRICULTURE.			
" V ² ., . .	37,415	34,593	92.5	Class IV., . .	26,775	16,688	62.3
" VI., . .	38,095	33,054	86.8	" V., . .	21,166	12,500	59.1
Total, . .	430,921	407,453	94.6	" V ² ., . .	15,723	11,688	74.3
ARITHMETIC.				" VI., . .	16,868	12,440	74.0
Class I., . .	80,430	72,640	90.3	Total, . .	80,472	53,297	66.2
" II., . .	80,423	70,576	87.8	BOOK-KEEPING.			
" III., . .	76,613	68,027	88.8	Class V ¹ ., . .	12,065	8,761	72.4
" IV., . .	66,677	49,829	74.0	" V ² ., . .	8,940	6,328	70.8
" V., . .	51,268	38,357	74.8	" VI., . .	7,618	5,409	71.0
" V ² ., . .	37,415	26,982	72.1	Total, . .	28,623	20,498	71.5
" VI., . .	38,095	27,399	71.4	NEEDLEWORK.			
Total, . .	430,921	352,120	81.7	Class II., . .	38,414	35,016	91.2
SPELLING.				" III., . .	37,432	35,287	94.3
Class I., . .	80,430	75,605	94.0	" IV., . .	32,932	30,848	93.6
" II., . .	80,423	70,998	88.3	" V., . .	25,591	23,412	91.5
" III., . .	76,613	69,185	90.3	" V ² ., . .	19,040	17,985	94.5
" IV., . .	66,677	50,894	76.3	" VI., . .	18,908	18,127	95.9
" V., . .	51,268	42,782	83.4	Total, . .	172,337	160,495	93.1
" V ² ., . .	37,415	33,276	89.0				
" VI., . .	38,095	33,337	87.5				
Total, . .	430,921	367,927	85.2				

TABLE G.

The following table shows the number of pupils examined in Music, Drawing, and Kindergarten, the number of passes, and the per-centages of passes to the number examined:—

	NUMBER EXAMINED.			NUMBER OF PASSES.			PER-CENTAGES OF PASSES TO NUMBER EXAMINED.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
VOCAL MUSIC.									
Class II.,	6,480	11,768	18,248	5,076	10,810	15,886	860	91.3	89.4
" III.,	6,990	15,219	22,209	5,898	12,087	17,985	850	91.2	89.1
" IV.,	6,153	11,522	17,675	5,203	10,420	15,623	846	90.4	88.4
" V.,	3,755	8,060	11,815	3,195	7,173	10,368	83.2	89.2	87.3
" V ² .,	2,201	5,918	8,119	2,250	5,444	7,694	89.3	92.0	91.2
" VI.,	1,825	3,740	5,565	1,376	5,111	7,487	84.7	90.5	83.4
Total,	27,474	57,335	84,809	23,429	52,615	76,044	85.3	90.8	89.0
INSTRUMENTAL MUSIC.									
Class V ¹ .,	6	260	266	6	230	236	100.0	95.8	96.9
" V ² .,	6	308	314	8	280	288	100.0	90.4	90.5
" VI.,	2	620	622	2	600	602	100.0	96.8	96.8
Total,	14	1,188	1,202	14	1,110	1,124	100.0	90.2	90.3
DRAWING.									
Class III.,	12,183	15,141	27,324	9,647	11,582	21,229	79.2	76.8	77.9
" IV.,	11,113	13,846	24,959	8,926	10,629	19,555	80.3	78.5	79.3
" V.,	8,060	10,172	18,232	6,362	7,788	14,150	78.9	76.6	77.6
" V ² .,	5,898	7,667	13,565	4,790	6,203	10,993	82.6	80.7	81.5
" VI.,	5,495	8,178	13,673	4,442	7,000	11,442	81.3	82.8	82.2
Total,	42,859	55,724	98,583	34,177	42,602	76,779	80.2	78.7	79.3
KINDERGARTEN WORK.									
IN ANTS:	14,680	18,820	33,500	14,385	18,262	32,647	98.0	96.6	98.3
Class I.,	4,376	6,886	11,262	4,316	6,745	11,061	98.8	96.7	96.7
" II.,	2,140	2,082	4,222	2,115	2,045	4,160	98.8	98.2	98.5
" III.,	102	91	193	101	91	192	99.0	100.0	99.5
Total,	21,798	27,838	49,636	21,417	27,343	48,760	98.3	96.6	98.4

STATEMENT OF ACCOUNT

FROM

1ST APRIL, 1899, TO 31ST MARCH, 1900,

SHOWING THE FUNDS AT THE DISPOSAL

OF

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

AND HOW THESE FUNDS HAVE BEEN DISTRIBUTED.

P. YOUNG,

Financial Assistant Secretary.

The following STATEMENT of ACCOUNT will show the FUNDS at have been

CHARGE.	£	s	d.	£	s	d.
The balance on 1st April, 1899,	--			57,024	10	11
Parliamentary Grant.						
Ordinary Grant, 1899-1900,	£953,117					
Special Grant in aid of Teachers' Pension Fund,	18,000					
	971,117	0	0			
School Grant,	250,000	0	0			
				1,221,117	0	0
Customs and Excise.						
Grant for National Schools (Act, 1890),				78,000	0	0
Rates.						
Contributions from Rates by the Guardians of Poor Law Unions in aid of Results Fees to Teachers of National Schools,				25,325	0	0
Appropriations in Aid.						
Model Schools:—						
School Fees received from Pupils attending Model Schools. (A portion of these fees (£349 15s. 9d.) is included in the payments made by the Commissioners to the Teachers of these Schools: the remainder (£1,997 19s. 1d.) was appropriated in aid of the Vote),						
				2,347	14	10
Agricultural Establishments:—						
Amount received by the Commissioners in Students' Fees and for Sales of the Produce of their Model Farms. These receipts were appropriated in aid of the Vote, viz.						
Albert Establishment (Glasmavin):						
Students' Fees,	£762	14	3			
Farm Produce,	3,071	3	11			
			£3,833	18	2	
Munster Establishment, Cork:						
Students' Fees,	£526	4	0			
Farm Produce,	2,018	19	5			
			£2,545	3	5	
				6,379	1	7
Book and School Apparatus Department:—						
Net Amount received for Books and other School Requisites sold to National Schools (appropriated in aid of the Vote),						
				33,516	14	9
Sundry other Receipts in aid of Vote for 1899-1900,				250	9	3
Miscellaneous.						
Private Contribution Fund:—						
Dividends on Legacies and Donations (private contributions) invested in Government Securities,						
				361	4	8
Income Tax deductions, payable to Inland Revenue Department,				1,085	8	7
Sundry repayments of moneys due to the account of the Vote of previous year (1898-99),				456	13	11
Stoppages from Quarterly Salaries of Teachers of one-fourth Premiums for Pensions, under Act 42 & 43 Vic., c. 74, 1879,				23,507	1	7
Premiums of Insurance of Sundry Officers in Service of Board (North British and Mercantile Insurance Company),				1,453	19	0
Deposits by Farm Students,				4	0	0
Carried forward,				1,450,828	9	1

the disposal of the COMMISSIONERS in 1899-1900, and how they distributed :—

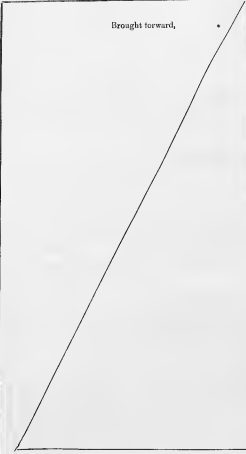
DISCHARGE.			
OFFICE IN DUBLIN :		£ s. d.	£ s. d.
Salaries and Wages,	27,120 17 8		
Travelling Expenses,	540 13 7		
Legal Expenses,	609 16 5		
Rent,	205 7 8		
Incidental Expenses,	200 12 6		
		28,677 7 8	
INSPECTION :			
Salaries,	32,309 5 1		
Travelling and Personal Allowances, .	13,700 18 3		
		46,010 3 4	
TRAINING :			
Marlborough-street Training College, .	13,694 10 10		
Training Colleges, under local management,	32,839 8 10		
		46,533 19 8	
MODEL SCHOOLS :			
Central,	*3,790 5 8		
Metropolitan, District, and Minor, .	*26,947 1 2		
Retiring Gratuities to Model School Teachers,	—		
Irish Education Act Grant (1892), . .	4,348 17 7		
		35,086 4 5	
ORDINARY NATIONAL SCHOOLS :			
Salaries of Principal and Assistant Teachers, Workmistresses, and Monitors, with Good Service Salaries, and Gratuities for Training Monitors,	£550,762 12 0	†1,023,350 1 8	
Results,	230,479 9 6		
Irish Education Act (1892) Grant,	242,108 0 2		
Retiring Gratuities,	604 19 5		
Incidental Expenditure,	52 18 4		
Free Grants of Books and School Requisites, &c.	673 13 0		
Cookery and Laundry Instruction, . .	443 18 2		
		1,025,125 10 7	
MISCELLANEOUS :			
Easter and July Examination Expenses, .	1,270 15 2		
Organizing Teachers,	735 4 3		
Commission to Local Postmasters, . .	172 19 7		
		2,178 18 0	
Carried forward,	—	£1,183,612 4 8	

* Including the portion of the School Fees (see page 17) appropriated towards payment of the Teachers.

† Exclusive of £67,131 1s. 8d. from Local Taxation (Customs and Excise) Fund. See page 55.

‡ The total Free Schools granted in 1899-1900 amounted to £911 5s. 9d., as follows:—Ordinary National Schools, £673 14s. 6d.; Model Schools, £187 15s. 10d.; Agricultural Establishments, £46 18s. 4d. Official purposes, £9 16s. 1d.

STATEMENT of ACCOUNT—*continued.*

	£	s.	d.
Brought forward, .	1,450,828	9	1
			
Total, . . .	£ 1,450,828	9	1

EXPENDITURE during the year—*continued.*

	£	s.	d.	£	s.	d.
Brought forward,	—	—	—	1,183,612	4	8
AGRICULTURAL ESTABLISHMENTS:						
General Superintendence and Inspection,	624	4	3			
Albert Agricultural Training Institution,	4,946	13	1			
„ Farms and Gardens,	3,084	18	3			
Munster Agricultural Training Institution,	1,076	16	11			
„ Farm,	2,434	5	0			
Agricultural Schools,	370	18	0			
„ Gardens,	582	2	0			
„ Classes,	239	9	2			
Experiments on the Potato,	21	1	0			
				13,390	7	8
BOOK AND SCHOOL APPARATUS DEPARTMENT:						
Purchase of Books and other requisites, carriage of parcels, and materials for packing, &c.,	32,268	3	1			
Wages of Packers, &c., &c.,	806	15	1			
				33,074	18	2
Moiety of Rentcharge of Teachers' Re- sidences repaid by Commissioners,	—	—	—	4,819	5	4
Private Contribution Fund, Payments to Schools from,	—	—	—	297	10	0
Grant in aid of Teachers' Pension Fund, paid over to Teachers' Pension Office,	—	—	—	18,000	0	0
LOCAL TAXATION (Customs and Excise):						
Paid to Teachers of N. Schools,	67,131	1	8			
„ Guardians of Poor Law Unions in aid of Poor Rates,	16,687	13	0			
				83,818	14	8
INCOME TAX:						
Payments to Inland Revenue Depart- ment of deductions for Income Tax,	—	—	—	1,069	11	4
Payment to Pensions Fund of amounts stopped from Quarterly Salaries of Teachers, under the Act 42 & 43 Vic., c. 74, 1879,	—	—	—	23,507	11	7
Insurance Premium paid over to North British and Mercantile Insurance Co.	—	—	—	1,452	19	0
RATES CONTRIBUTIONS ACCOUNT:						
Paid to the Teachers,	26,007	7	7			
				26,007	7	7
Sundry debits to the Vote for 1898-9,	—	—	—	60	16	10
Deposits returned to Farm Students, Balance of Parliamentary Vote of 1898-99 surrendered,	—	—	—	94	0	0
				19,859	6	8
Balance on 31st March, 1900,	—	—	—	41,743	15	7
Total,	—	—	—	1,450,828	9	1

**B.—SUMMARY OF RECEIPTS AND EXPENDITURE at the Commissioners' Model Agricultural Establishments
at Glasnevin and Cork.**

NAME OF FARM.	RECEIPTS.		EXPENDITURE.			
	Farm Produce.	Fees of Pupils.	Working Expense of Farms, Live Stock, &c.	Maintenance of Agricultural Sections, and Salaries of Agriculturalists, &c.	Total Cost of Farms and Training Institutions.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
Albert (Glasnevin),	3,071 3 11	762 14 3	3,084 18 3	4,306 13 1	8,041 11 4	
Munster (Cork),	2,018 19 6	536 4 0	2,434 5 0	1,976 16 11	3,511 1 11	
Totals,	5,090 3 4	1,298 18 3	5,519 3 3	6,033 10 0	11,552 13 3	
Receipts,	—	—	5,090 3 4	1,288 13 3	6,379 1 7	
			458 19 11	4,744 11 9	5,173 11 3	
			(Net Cost of Farms.)	(Net Cost of Agricultural Training.)	(Net Cost of above Establishments.)	

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND

On March 31, 1900,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

	Year of Appointment
Right Hon. LORD MORRIS,	1868
EDMUND G. DEASE, Esq., D.L.,	1880
J. MALCOLM INGLIS, Esq., J.P.,	1887
Sir PERCY R. GRACE, Bart., D.L.,	1888
JAMES MORELL, Esq.,	1888
GEORGE F. FITZGERALD, Esq., F.T.C.D., F.R.S.,	1888
Sir HENRY BELLINGHAM, Bart., D.L.,	1890
Right Hon. CHRISTOPHER PALLES, Lord Chief Baron,	1890
Rev. HENRY EVANS, D.D.,	1890
Sir ROWLAND BLENNERHASSETT, Bart., D.L.,	1891
HIS HONOUR JUDGE SHAW,	1891
Rev. HAMILTON B. WILSON, D.D.,	1892
MOST Rev. WM. J. WALSH, D.D., Archbishop of Dublin,	1895
STANLEY HARRINGTON, Esq., J.P.,	1895
WM. R. J. MOLLOY, Esq., J.P.,	1895
EDWARD DOWDEN, Esq., LL.D., D.C.L.,	1896
Rev. JOHN HENRY BERNARD, D.D., F.T.C.D.,	1897
Right Rev. MERVYN ARCHDALL, D.D., Bishop of Killaloe,	1897
WILLIAM JOSEPH MYLES STARKIE, Esq., M.A., LITT.D. (<i>Resident Commissioner</i>),	1899
Right Hon. MR. JUSTICE GIBSON,	1899

DUBLIN CASTLE,

19th July, 1900.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 18th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Sixty-sixth Report of the Commissioners of National Education in Ireland for the year 1899-1900.

I am, Gentlemen,

Your obedient Servant,

(Signed),

D. HARREL.

The Secretaries to the Commissioners
of National Education,
Marlboro'-street.

DUBLIN: Printed for Her Majesty's Stationery Office,
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The Queen's Printing Office.

THE
SIXTY-SIXTH REPORT
OF THE
COMMISSIONERS
OF
NATIONAL EDUCATION
IN IRELAND,
YEAR 1899-1900.

Presented to Parliament by Command of Her Majesty.



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1900.

APPENDIX

191221

SIXTY-SIXTH REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

FOR THE YEAR 1899-1900

SECTION I.

General Reports on the State of National Education in 1899 by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE.

Presented to Parliament by Command of Her Majesty.



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APPENDIX
TO THE
SIXTY-SIXTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1899-1900

SECTION I

General Reports on the State of National Education in 1899 by
Inspectors and others.

FOR EXTENDED TABLE OF CONTENTS SEE INSIDE.

Presented to Parliament by Command of Her Majesty.



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The Commissioners desire it to be distinctly understood that they do not hold themselves responsible for the opinions expressed in these Reports, nor do they feel called upon to adopt any suggestions they may contain.

General Report on the Londonderry Group of Districts by
Mr. F. EARDLEY, Head Inspector.

Reports on
the State of
National
Education.

Londonderry, January, 1900.

Mr. F.
Eardley,
Head
Inspector,
Londonderry,
Circuit.

GENTLEMEN,—In accordance with your instructions, I beg to submit the following report on the Londonderry Circuit for the year ended 30th September, 1899.

There have been no changes in the areas of the several districts, and, consequently, of the circuit itself, during the past year; but, four changes have been made in the inspection staff—

D. 6.	Mr. M'Glade	was succeeded by	Mr. Mahon.
" 7.	Mr. O'Connell	"	Mr. MacMillan.
" 13.	Mr. MacMillan	"	Dr. Bateman.
" 15.	Mr. Dickie	"	Mr. Connelley.

The interest taken in the improvement of the school-houses, noticed in former reports, still continues, and is, I am happy to say, not merely sentimental, but highly practical. The progress is slow, limited as it is by site difficulties, as well as financial; but each year sees new and suitable structures taking the place of those erected many years ago in a haphazard sort of fashion, the chief element of consideration being cheapness of construction. Not a few of the old school-houses were adapted dwelling-houses, or disused farm offices. These at the best were necessarily merely makeshifts, and only tolerated until something better could be had. I have a case before my mind where a school under one teacher was conducted in a small two-storied house—one part of the school taught upstairs, and the other division on the ground floor. Until recently the manager could not procure a site; but this he has now secured, and a new vested house will be shortly erected. It is agreeable to turn from this to the reverse side of the picture, as in Cookstown, where a fine house, replete with all the modern improvements, sanitary and otherwise, was erected solely by local contributions. The house cost £1,600, of which sum the lord of the soil, Lord Dunleith, contributed £500, besides giving a free site of two acres, in the town itself.

School-
houses.

When the aid of the Board is obtained for the erection of vested school-houses, it is generally understood this aid will amount to two-thirds of the expenditure. This is far from being the case in remote mountainous districts, and, consequently, the poorest, where the expense of carriage of materials, such as slates, timber, cut stone, ventilators, from the place of purchase to the site exceeds their original cost. Thus, to take a case in point in the parish of Lower Killybegs, post-town Ardara, the manager informed me a horse can only bring half a ton in a load, and that once a day, from the town of Ardara to the site of the school-house he is now engaged in building. Some special consideration would seem equitable in such cases.

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Mr. P.
Hardley,
Head
Inspector,
Londonderry.

A good many of the older school-houses, though substantially built, slated, with boarded floors, and kept in good repair, were built so low—walls seven feet high—that lighting and ventilation are both unsatisfactory. In fact, in these school-houses—and they are not few—little or nothing can be done after two o'clock during the months of November, December, and January. The pupils have to huddle round the door and windows to see what they are doing. This is the most hopeless class of school; for, since the houses cannot be called bad, no steps will be taken for their improvement. Some of the managers to whom I have spoken on the subject suggested dormer windows, and I have mentioned to others this expedient, which appears, under the circumstances, to be the most feasible.

Attendance. There is not much change to notice in the character of the pupils' attendance. Agricultural occupation in the rural districts, and the poverty or indifference of some parents in the towns, are the chief causes of irregularity. To cope with the latter, School Attendance Committees have been formed in most of the considerable towns in the circuit, and their action is beneficial, but not to the extent that was originally anticipated. To the ordinary agricultural operations for which child labour is in request, such as potato planting and gathering, weeding, hay-making, and turf-making, must be added blackberry gathering, which, in some localities, is a remunerative occupation in the autumn months. In the County Donegal, herding cattle keeps a good many children from school. It is not unusual to find there a child performing the two-fold function of herd and nurse. This herding is necessary owing to the want of sufficient fences to separate the different holdings. In addition to these remediable causes of irregularity, there are others, non-preventible—inclement weather and epidemics, such as measles, from which few localities are free for more than two seasons in succession.

Punctuality, as distinguished from *regularity*, of attendance, is a good deal in the hands of the teacher, and it is here his efficiency is shown. When he is engrossed with his work, he will himself set an unfailing example of this desirable quality; he will make his school attractive, and so work on the minds of his pupils that they will let no consideration prevent their attendance at their morning lesson.

I have before my mind a case in point, and it is not invidious to mention names when praise, not censure, is to be given. The teacher of Rathmullen Female—a school not long in operation—has so roused her pupils, and impressed on their minds the necessity of early attendance that, as I was informed by one of the parents, the children get clamorous for an early breakfast, and will not linger for the favourite school companion who happens not to be ready when called for, but will rush on so as to be in good time. On the other hand, it is, unfortunately, too often the case that teacher and pupils are quite content when the latter are barely in time for roll call.

As to the latter, a good deal of misconception existed, and in some carelessly taught schools, there was no early lesson, and no business commenced until after the rolls were called. The teachers defended themselves, when reminded they were losing the best part of the day, by pointing to the rule, and remarking where was the fault when they gave four hours' instruction after the attendance was recorded. The defence and the explanation conveyed to my mind the idea that the *spirit* of the teacher's calling was absent here.

The managers are quite alive as to the necessity for both regularity and punctuality, and promote both. In Ardara No. 1, the manager, General Tredennick, gives 30s. a year to be distributed in prizes to pupils who make one hundred attendances in the Results period, the amount to each depending on his regularity. The principle is good to reward assiduity rather than ability. In most of the towns, trips to the seaside are organized for the regular attendants. In these trips, the pupils are attended by their teachers, who maintain the slight discipline necessary; and I think the day so spent should be included in the attendance, as is done in the English schools, when the pupils are taken to museums, picture galleries, or other places of public instruction.

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Mr. P.
Kendall,
Head
Inspector,
London-
derry.

After all it is singular to observe how slight a hold the school has on the attendance, as evidenced by the injurious effect of a holiday in the middle of a week. The pupils get relaxed just as the school loses its tension, the feeling of the pupils becomes communicated to the parents, who in turn become apathetic, with the general result—diminished attendance for the remainder of the week.

There are not many schools in this circuit attended by half-timers; still there are some, and the recent raising of the standard for leaving certificates will be beneficial to these. A pupil leaving after only passing in Fourth Class, would, except in the favourable circumstance of a good evening school, or other cause inducing effort, soon qualify to be classed among the illiterates.

The teachers, as a whole, in this circuit, are fairly earnest, intelligent, and capable. As in every large body of men, there are some backsliders, who either from original ineptitude, or deficient energy, fail to turn out good or even moderately fair work. It is remarked that teachers taking charge of schools after a course of two years' training exhibit a good deal of helplessness in managing their schools. They can teach a single class well, with vigour, intelligence, and effect, but to keep all the classes profitably employed at the same time seems to them a bewildering task. The reason appears to be that they had no previous experience. The two years' Queen's Scholars had been formerly monitors, pupil-teachers, or merely advanced pupils, and as such had no further experience than how to teach a single class; their training advanced them little in this direction, and hence the difficulty experienced by inspectors in filling up the special service form of report as to Method of Teaching. The inspector, on the occasion of his visit, finds the teacher capable of giving a lesson satisfactory in all its details, while the Results examination exhibits deplorable defects in the general proficiency of the school. Of course, another explanation presents itself, and that is, when the teacher is put on his mettle before the inspector, he exerts all his strength, but this effort is spasmodic, and is not maintained: hence the ineffectiveness of his teaching. The sample from which the inspector judges is not of the average quality. As a rule, it may be said that those who have been monitors in good schools, or pupil-teachers in Model Schools become, after training, and a few years' experience, the best teachers.

There is little or no change to report with regard to Reading, which retains its main defects—faulty grouping of the words and indistinctness. For the most part, a solid foundation for the first defect is laid when the pupils are in the First Class. The instruction of this class is a good deal left to a pupil or a monitor, who succeeds, in a wooden kind of way, in making the children repeat the

Subjects of
Instruction
(a) Reading.

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Mr. P.
Eardley,
Head
Inspector,
London-
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words without any connection or grouping, just as they would cause them to repeat the nine digits. The style of reading thus acquired remains a long time after the pupil has left the First Class. The habit of reading aloud is not sufficiently practised, and to this cause, to some extent at least, I attribute the indistinctness. It is remarkable that the most distinct reading in the circuit is to be found in the Irish-speaking districts of the County Donegal.

There are two kinds of reading—*silent*, where the person reads for his own information; *aloud*, for the information of others. Practically, it is only the latter which Inspectors test, leaving the former, which is the more general, as well as the more useful, almost unheeded. In examination of the senior classes, both might be usefully combined. Thus, while a junior class is under examination, the pupils of the senior could be directed to look down a paragraph, and ascertain for themselves how the words should be grouped, so as to bring out the sense of the passage, and what words should be emphatic. This would afford excellent practice in making the pupils help themselves, and enable one to act on the principle that a pupil should not be called on to read aloud, until he has grasped the meaning of the passage.

The non-existence of school libraries furnished with suitable books has been often deplored, but it is quite a mistake to suppose that no provision exists to satisfy the craving for knowledge other than that contained in the school books, as connected with churches and chapels, libraries not consisting of religious works, have been everywhere established, and access to these can be readily obtained by the scholars.

I do not find the explanation very faulty; most of the pupils make a very fair attempt at showing they understand what they read. In poetry it is a different matter, and in both recitation and explanation, there is room for much improvement.

Writing.

Handwriting throughout the circuit is, for the most part, good. The numerous series of copy-books on the requisition list are somewhat bewildering to the inexperienced teacher at first; and, after going the round of a variety of styles, he generally settles into one which suits. The arrangement for giving out the necessary materials—pens, copy-books—do not, as a rule, reflect much credit on the teacher's tact; and, in the case of one trained teacher, I found the ink poured out into little pools on the desk, in front of the scholars. The blackboard, the most important piece of apparatus in the school-room, is not sufficiently made use of; as, instead of moving constantly through the desks, correcting individual mistakes, the teacher should occasionally stand in front before the board, illustrate the prevailing faults, and show how these should be corrected. In this way the scholars would be prevented from copying their own mistakes, bred by repetition, stereotyping them as it were, or at least making them difficult of subsequent correction. I find, also, too little attention to the proper use of blotting paper. I do not think the use of head lines should be abandoned in any class, as the Handwriting of even the highest class is so imperfectly formed that the need of good models continues to exist while the scholar attends school.

Spelling is, on the whole, well attended to. In transcription, too little attention is devoted to the punctuation marks, the use of which might most conveniently be taught in connexion with this exercise, by pointing out that their occurrence is regulated by the sense, with

occasional questioning as to why such a mark is here, another there, and so on. Were this done, we would not find the letters of the pupils, as they often are, as devoid of punctuation as an Act of Parliament. It would not be too much to expect the comma and period to be well known as to their situation.

Another point about the letters is that the spelling in these contains fewer blunders than the Dictation exercise; and where pupils can spell the common words they use in communications, oral and written, they cannot be set down as deficient. Some go so far as to say it is of more importance that the pupil should know how to spell "the" and "they" correctly when writing than that he should be familiar with all the irregular polysyllables in the language. The subject of Composition should be commenced early by insisting on the pupils answering, not in single words, but in complete sentences.

The proficiency in Arithmetic is, on the whole, very fair, but should be better, as it receives more time and attention than any other branch. The pernicious system of teaching it by cards exists everywhere, and to the exclusion of the use of the blackboard, by means of which the subject might be treated more intellectually. No subject lends itself more readily to the cultivation of the intelligence. Each new rule or process should be introduced by blackboard illustration, using small numbers, then others to be worked out on slates until the pupils are familiar with the operation, and finally, examples with very small numbers to be worked mentally. This is the best form of Mental Arithmetic—much better than the "dozen," "score," and "interest" rules with which the text-books abound. I would not say these should be excluded, as many of them afford scope for intelligent judgment; but I mean that Mental Arithmetic should not be confined to such exercises.

The written work is generally ill-arranged, with badly formed figures, and irregular lines of separation, showing much want of business and taste. In the junior classes, too, notation is neglected, and it must be said the tables are not sufficiently known.

Grammar and Geography, as aids to intelligent explanation of reading lesson, receive due attention; but I do not think the pupils are so well grounded in them as formerly. A pupil's being able to parse correctly with reference to rules of syntax does not necessarily imply that he will either speak or write grammatically. His speech will not much depart from what he hears at home, and his written work will correspond. In Geography, it is observed that the pupils in the Fourth and higher classes soon lose their familiarity with the Map of the World; the new matter they have to learn "crowds out" the old.

In Needlework a radical improvement is called for. Such a thing as a class lesson is never given by the teacher: the instruction is strictly individual, and is just as ineffective as when Reading, Arithmetic, and the other subjects were treated similarly. But the teachers themselves would have to be shown how to give class instruction in this branch. I think it would be well worth while to have a course of peripatetic instruction given in the different districts. The supply of materials is for the most part adequate, but not always, as in the following exceptional case—"Twenty-two girls present, eleven above First Class, only two of these sewing, and they had no thimbles."

Where there is an active, intelligent Workmistress, all the girls are put to some form of knitting or needlework, and the proficiency

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Mr. F.
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Grammar
and
Geography.

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work.

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Education.

Mr. F.
Eardley,
Head
Inspector.
London-
derry.
Singing.

Drawing.

Book-
keeping.

Agriculture.

Algebra
and
Geometry.

is found to be above, rather than below, the Programme requirements. Thus, in some instances, the Second Class can knit with four needles, and some of the Third can turn the heel of a sock.

In *Singing* the Tonic Sol-Fa system is gradually superseding the Staff Notation. It is to be regretted that the subject is not more generally taught. I think it should be insisted upon where the teachers hold certificates of competency.

The practice of teaching Drawing is gradually extending, and, like Singing, it is a subject which might be taught to every pupil attending school. It is very generally taken as one of the two infants' subjects, and gives to these young people unqualified pleasure. They make unexpected progress and by the time they reach the Third Class have not the least difficulty in passing at the Results Examination. There is generally too much use of india rubber, and too little blackboard illustration.

In the town schools, Book-keeping is a favourite subject with both boys and girls; a few understand how to close the accounts, but with the most it is a mechanical exercise.

This being a compulsory subject, it is everywhere taken up except in the large towns. The exception is to find it well taught.

The interest in Algebra and Geometry appears to be steadily declining in this circuit. In some few schools, where the teachers take an interest in them, the boys acquire very respectable proficiency, and, singular enough, when taught to girls in a mixed school, the boys do not take the first place.

I remain, Gentlemen,

Your obedient servant,

F. EARDLEY,

Head Inspector.

The Secretaries,
Education Office.

Dr.
Alexander,
Head
Inspector.
Cork.

General Report on the Cork Group of Districts by Dr. ALEXANDER,
Head Inspector.

Cork, December, 1899.

GENTLEMEN,—In accordance with the instructions conveyed in your letter of 23rd February last, I beg to submit the following general report on the Cork circuit.

The circuit embraces the southern half of the province of Munster. The great majority of the people living in the counties included in it are engaged in rural occupations.

School
accommoda-
tion.

Steady, if somewhat slow, progress continues to be made in providing improved school accommodation. Apart from the question of the sufficiency of the funds voted by Parliament for the purpose, delay in completing the preliminary negotiations is frequently caused by unforeseen difficulties connected with the proving of title, &c. In some cases in which the Commissioners have made grants towards the erection of new vested houses, the applicants have not proceeded with the work on the ground that the grants were insufficient. In one of these cases, the circumstances of which are pretty well known

to me, I believe there is much substance in this plea. It is obvious that the scale of expenditure which will be quite adequate in one locality may fall short of the necessities of the case in another. It is to be regretted, I think, that a hard and fast line is laid down for the whole of Ireland in the recognised scale of grants. A more elastic system, in accordance with which the local representative of the Board of Works would be at liberty to recommend special grants when the circumstances seemed to demand it should, I think, be adopted.

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Dr.
Alexander,
Head
Inspector.

Clerk.

The ventilation of some of the newer vested houses is not satisfactory. The arrangements for opening the windows are complicated, and are easily put out of order. In remote country places it is often not possible to obtain the services of persons who are capable of setting matters to rights, and hence weeks may elapse before the school can be properly ventilated. A simpler plan for opening the windows should be adopted. It is open to doubt, also, whether the present system of keeping the lower portion of the windows permanently closed is a good one. The old arrangement by which the upper portion of the window could be lowered, and the lower portion raised, had much to recommend it. The ventilation of the classrooms, too, is often very imperfect. They have usually only one window, and this is not found sufficient for the removal of the vitiated air.

The time has come, I think, to take effective steps to have schools vested in trustees kept in proper repair. I understand that, having regard to the existing terms of the lease to trustees, these gentlemen, in signing it, incur no responsibility in connection with repairs to the school. The consequence is, that in no inconsiderable number of cases houses of comparatively recent erection are now in a more or less dilapidated state. If it be true that the present form of lease does not impose upon trustees any legal obligation to keep the school-houses vested in them in proper repair then this defect should be remedied.

In close connection with the question of school accommodation is the equally important one of making arrangements for providing an adequate supply of furniture and apparatus. According to any reasonable modern standard the great majority of our schools are by no means as efficiently equipped for the work of instruction as is desirable. The crux here is, as in so many cases, the difficulty of obtaining the "wherewithal." There is no regular fund available for meeting the cost of new maps, &c., when those granted as "free stock" by the Commissioners have become too worn for use. As I dealt with this matter pretty fully in my last report I need not advert to it further on this occasion.

Furniture
and
apparatus.

In the plans supplied by the Board of Works all the desks are of the same height. This is a mistake. Some of the desks should be made lower than the others to suit the requirements of the younger children—particularly the Infants.

On the whole I cannot report in very favourable terms as to the attention paid by the teachers to the professional training of the monitors. In many of the schools I visited I noticed these young persons—some of whom had been serving for three or four years—making very helpless attempts at teaching. They did not appear to understand how to manage a class properly, and the methods of instruction followed were often characterised by very serious defects. Their work, in fact, gave little evidence of *training*.

Training of
monitors.

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Dr.
Alexander,
Head
Inspector.

Cork.

At present inspectors have to conduct the examinations of the monitors in their own schools; in this way a larger amount of time than is really necessary is taken up with this duty. If the monitors were collected at sub-centres their examinations would take less time and could be carried out much more effectively. The "teaching test" would also be more of a reality than it can possibly be under existing conditions. A higher value should be set on the professional training of the monitor when appraising the claim of the teacher to a gratuity for his instruction. If there was not clear evidence that the teacher had duly discharged this important duty no gratuity should be paid.

Did circumstances permit it would be most desirable to require the teachers to examine their monitors every quarter in the work gone over during the preceding three months, and to submit to the inspector the corrected answers, together with copies of the questions set. A list of the subjects or portions of subjects studied during the three months should also be submitted. At the suggestion of the late Mr. John Molloy, Head Inspector, I tried the plan with excellent results when I was District Inspector in the North of Ireland. The teachers willingly co-operated with me in the matter with much benefit to their monitors.

School
libraries.

It is to be regretted that, so far as I know, no steps have been taken to introduce "school libraries" since I last adverted to the subject. The matter contained in the lesson books forms, practically, the only literary pabulum available for the children in many parts of the country. If the need for introducing these useful institutions were once recognised a small expenditure only would be necessary to provide an abundance of useful and entertaining reading matter. The facilities in this direction have enormously increased of late years.

Compulsory
attendance.

The School Attendance Committees formed under the Irish Education Act of 1892 continue in active operation, and their officers keep a sharp eye on neglectful parents. In the case of some towns the usefulness of the Act has been much lessened by the fact that the entire school area could not be placed under the jurisdiction of the Committee owing to the way in which the Act was drawn.

Order and
cleanliness.

I regret to say that the practical rules bearing on cleanliness and order appear, to a large extent, to be a dead letter in many of the schools. Quite frequently cases are met with in which the school-room floors have not been washed or scoured within recent years. To show how far neglect is carried in this direction I may mention that, on visiting a school some time ago, I found it necessary to draw the teacher's attention to the very dirty state of the floor. He told me that he believed the floor had not been washed since the school was built. His testimony on the point was good for fifteen years, as he had been in charge of the school for that length of time. Sweeping and dusting are not systematically attended to, and the annual white-washing required by the seventh practical rule is sometimes forgotten. I never saw the least attempt made to have a morning inspection of the children to see that their hands and faces were clean, their hair combed, &c.

Many of the schoolrooms are kept in such a way as to be models of what to avoid rather than to imitate. The maps and tablets are often hung "anyhow," without any attempt at symmetrical arrangement. Sometimes, owing to the lack of hooks, two or three tablets will be found suspended together one over the other. The teacher's desk will often be found in a state of disorder, little or no attempt

being made at a classification of its contents. The surroundings of schools situated on enclosed sites too often betray evidence of neglect. Coping stones that have fallen from the walls, and which could easily be replaced with little trouble, are allowed to lie on the ground uncared for. The walks are not trimmed and kept free from weeds, &c., and hence there is difficulty in distinguishing them from the ragged grass plots through which they run.

I have still to complain of the way in which the out-offices and yards are kept in many cases. The use of absorbents or deodorisers is seldom resorted to. It is only right to say, however, that owing to a defect in the construction of some of the offices it is difficult to keep the floors or seats clean when the schools are attended by young children. The seats are too high, and hence cannot be properly used by them. In such cases one seat, at least, should be made low enough for the Infants and the First class children.

One very serious defect that came frequently under my notice in the course of my inspections is the very insufficient attention paid to the comfort of the pupils. In many schools I found no fire even when the weather was very cold. In other cases, the need of having a good bright fire sufficiently early in the morning to have the school well warmed when the children arrived was not duly recognised.

With some few exceptions the School Accounts are, I believe, honestly kept. I detected only one gross case of falsification during the past year. A very general fault, however, is the failure of the teachers to keep the Accounts fully posted up to date. I often noticed omissions, particularly in the register.

Additional experience makes clearer and clearer the fact that the practical disappearance of inspection (as distinct from examination) which has taken place under the Results system has worked great injury to the progress of the schools. Freed from supervision during the whole year, many of the teachers have lost touch with true educational principles, and have fallen into slipshod methods of work. Short cuts are taken in different directions by means of catechisms, books of "Difficult words explained," &c., &c., with the result that the children have to endure cram of the worst kind.

Evidence of the want of previous preparation for the work of the day is often noticeable. I have frequently seen teachers obliged to ask their pupils what home lessons they had prepared. No note had been taken by them of the tasks they had prescribed the day before. When examining in Explanation they often borrow a book from one of the pupils and, hurriedly reading through the lesson, improvise questions as they go along. It is very rarely that one sees in use a "Teacher's book," duly annotated by the owner for purposes of instruction. The want of an earnest and intelligent interest in their work shown by a good many of the teachers arises, in plain truth, from the fact that the Results system has, to a large extent, ceased to be a stimulus. The proportion of a teacher's income derived from Results fees is smaller than it used to be. In the case of teachers who are disposed to take it easy, and are not sufficiently moved by a sense of duty, the increase in their incomes that would be secured by steady and intelligent work is not, apparently, regarded as an adequate equivalent for the additional effort, and they, therefore, do not make it.

The following estimate of the value of the educational work done in our schools I extract from one of the organs representing the teachers:—"Hitherto the nature of the teaching has consisted entirely of one dull, monotonous, and mechanical-round of drudgery.

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Dr.
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Head
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Inspector,
Cork.

There has been nothing to rouse the intellectual energy of the pupil, nothing to interest him in the weary routine of his daily work. His memory has been appealed to instead of his intelligence." This is an exact description of the work done in schools conducted by teachers of the type above referred to, but happily it by no means applies to all our schools, as the writer intended to convey. An experience of twenty-three years enables me to say emphatically that in no inconsiderable number of schools the Results system—to which the writer of the above traces all our educational defects—has not produced such dire effects. Some of the schools that I examined, both in the north and south of Ireland, were so good that they could not possibly be improved by any change of system. The truth is that much of the harm done by the Results system was caused by the method of *examination* necessarily followed, combined with the adoption of the "sub-head" principle in drawing up the programme of instruction. Good work could not be sufficiently discriminated from what was inferior, in awarding marks, and hence the level of effort in many cases sank to what was barely sufficient to secure "passes." A pretty lengthened experience enables me to say that when flagging zeal is stimulated by threatened penalty it is found quite possible to secure very satisfactory work under the much decried Results system.

Reading.

Turning now to the subjects of the School Programme, in detail, I regret to have to report again in very unfavourable terms as to the proficiency in *Reading*. The foundation for its characteristic faults—indistinctness and monotony—is laid, as I explained in my last report, in the lower classes, which are not properly handled. The following remarks, extracted from Dr. Joyce's Handbook—a work that ought to be well known to every teacher—apply to many of the schools I visited during the year:—"The scholars are allowed to read as if no one listened, as if each merely read for himself: with the book placed close to the face, which is bent down to meet it. He hurries over the words in a low mumbling voice, unintelligible to everyone except to those standing beside him. He is not reading for the class; he is reading *into the book*." The following suggestions which he makes in the same connection appear to have been never read by many teachers, or, if read, to have been forgotten:—"The pupil should be obliged to hold his head erect, to keep the book at a moderate distance from his face, to pitch his voice *over* the book, to articulate the words and syllables clearly, and in every other respect to comport himself as a person who reads for others." Little or nothing is done to train the pupils to use their organs of speech properly, or to secure clearness and distinctness of enunciation. Not much is attempted beyond teaching the pupils to recognise the individual words in the reading lessons, and even this is not always done in the best way. The Recitation of poetry in many schools can only be described as "fluent gabble."

Explan-
ation.

Much attention continues to be paid to *Explanation*. Isolated words, however, rather than phrases, are dealt with, and hence pupils, while able to give the signification of individual words in the reading lessons, have often little idea of the general meaning and drift of the latter.

Spelling.

The answering of the junior classes in *Spelling* is generally satisfactory. The test for these classes is, however, too easy. The results achieved in the senior classes are more unequal. I find still a disposition on the part of teachers to rely too much on Transcription

alone. As the work of the pupils is not systematically revised they often acquire a tendency to carelessness, and hence the Transcription exercise becomes a source of positive injury. I have noticed in many cases, too, that even when errors in spelling have been noted by the teacher the pupils are not required to write them out in corrected form.

If the degree of closeness of imitation by the pupils of the model set before them formed a large factor in estimating the mark in *Writing*, the number of passes in the subject would be sensibly—I do not say seriously—reduced. Grave faults in the method of teaching it are often noticeable. I feel safe in saying that—speaking generally—there is very little *class* instruction in this branch; at all events I came across no instance in which it was attempted during the past year. The pupils are not taught to sit in proper positions, and they are not always—in the lower classes—supplied with pencils in holders. The models set before the younger children are frequently not well graduated.

I cannot report any material improvement in *Letter-writing*. It is true that, as a rule, the pupils are required to write letters from week to week—so far this branch is not neglected—but these are not subjected to thorough revision. Looking over the compositions written in many schools I could not fail to be struck with the absence of any signs of progress. Grammatical and orthographical errors appeared as frequently towards the end of the year as at the beginning.

The requirements of the Programme in *Arithmetic* are usually realised in the junior classes. These requirements err, however, on the side of moderation rather than in the opposite direction. A pupil may, as I pointed out in my last report, pass in the subject without possessing any accurate knowledge of notation, and it is not necessary that he should have been trained to apply his knowledge of *Arithmetic* to the solution of concrete problems. As a relatively large portion of the school time—one hour per day—is, as a rule, devoted to *Arithmetic*, it is reasonable to expect that the pupils in the senior classes should acquit themselves with some degree of credit in this subject, and they usually do so. I have long felt, however, that the absence of any oral examination to test the pupils' knowledge of *principles* is a serious defect in the present method of measuring the value of the work done by the teacher.

Opinions may differ as to the value and utility of *Parsing* as an item in the curriculum of primary schools. Some may be inclined to class it amongst the luxuries rather than the necessities of school life. Instruction in it, however, when given, should constantly appeal to the intellect—otherwise, the result is mere "parrot" work. The fact that "if it be carelessly or unskilfully taught, so far from being a useful intellectual exercise, it may be, and often is, in fact, productive of more injury than benefit" is overlooked or forgotten in many of our schools.

The mere fact that in a considerable number of schools there are no globes is, as Carlyle would say, "significant of much," and is a sufficient indication of the sandy character of the foundation laid when commencing instruction in *Geography*. I don't remember meeting with any instance during the past year in which an attempt was made to make the lessons attractive and even interesting to the children on the lines suggested by Dr. Joyce in his Handbook. As the introduction of a realistic element into the instruction given in this subject is not, however, specifically required by the Programme, it

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Dr. —
Alexander,
Head
Inspector,
Cork.

—
Writing.

Arithmetic.

Parsing.

Geography.

Reports on the State of National Education. is looked upon as a work of supererogation by a good many, and is, therefore, not attempted. Instruction in the subject is mainly confined to the pointing out of places on the map. Measured by this limited standard fair proficiency is usually exhibited in this branch.

Dr. Alexander,
Head Inspector,

Cook.

Agriculture

Book-keeping.

Needle-work.

Vocal Music.

Drawing.

Agriculture continues to be taught as required by the Board, with more or less success, but the value of the instruction in the subject is much impaired by the fact that no attempt is made to give it a practical turn.

Comparatively few pupils are presented in *Book-keeping*. The answering in the subject is usually of a mediocre character, and the exercises are not always as carefully written as they should be.

Class instruction in *Needlework* is very rarely attempted. To this cause, I believe, is to be attributed the fact that the sewing done by the pupils so seldom reaches excellence. The proficiency in this branch usually ranges from fair to good—more generally the former. I have only to repeat that so long as the teachers are left to their own devices, as at present, I see no hope of any considerable improvement in cutting-out. If the Directress of Needlework were to draw up a brief memorandum on the subject for the guidance of teachers, it could not fail to be productive of much good.

Vocal Music is taken up in relatively few schools. It is usually taught on the Tonic Sol-fa system.

Drawing also forms a part of the course of instruction in only a limited number of schools. Owing to the failure in many cases to observe certain fundamental principles, the results accomplished are less valuable than would otherwise be the case.

I wish it to be clearly understood that the remarks which I have made in the foregoing part of the report refer to only a portion of the schools. I bear most willing testimony to the fact that there are a good many teachers who are doing "yeomen's work" in the cause of education—often amidst very uncongenial surroundings. They have not resorted to "cram," nor have they merely aimed at obtaining "passes." With a single eye to the welfare and progress of their pupils they labour unceasingly from year to year with unwearied zeal and energy. I regret that I cannot say of such teachers that "their name is legion." Yet, happily, they are by no means inconsiderable in number. To those of their brethren whose methods I have found it necessary to criticise in this report I tender the following suggestions, which I extract from one of their own organs:—"There are certain necessary and universal characteristics of all rational methods of teaching. To find out what these essential elements of good methods are by an analysis of the mental activities involved in knowing, should occupy the attention of every teacher. In brief, every teacher should be an enthusiastic student of Psychology in its various bearings, but especially should he be conversant with it in its practical applications to the work of teaching. It is essential that he should be fully equipped to meet his high responsibility."

I am, Gentlemen,

Your obedient servant,

T. J. ALEXANDER.

The Secretaries,
&c., &c.

General Report on the Belfast Group of Districts by Dr. MORAN,
Head Inspector.

Reports on
the State of
National
Education.

Dublin, 22nd January, 1900.

Dr. Moran,
Head
Inspector.
Belfast.
—

GENTLEMEN,—I have the honour to submit, for the information of the Commissioners, the following general report on the Belfast circuit, of which I have been in charge since 1st November, 1896.

Owing to prolonged illness, this report must necessarily be brief and imperfect.

The circuit comprises eleven districts, extending over the greater portions of Antrim, Down, Cavan, Armagh, and Monaghan, together with small portions of Meath, Fermanagh, and Tyrone. The number of schools at present in operation is 1,660. Of these seven are Model schools—comprising, in all, twenty separate departments.

The
circuit.

Besides the city of Belfast, the circuit comprises within its limits some very important manufacturing towns, such as Portadown, Lurgan, Lisburn, and Ballymena. There are, in consequence, large numbers of half-time pupils, who work in the factories under the provisions of the Factory Acts of 1874 and subsequent years.

Not only in Belfast, but in the other manufacturing towns, there are several schools attended by the children of well-to-do parents; but in the majority of cases—I mean in the towns—the schools are mainly attended by children of the artisan or working classes. So soon as a pupil passed in the Fourth standard, he was free for employment; and after his success, his parents considered he was free from all legislation as to compulsory attendance. It is most gratifying to find that the Commissioners have raised the necessary standard to a pass in Fifth class, First stage.

Compulsory
attendance.

With regard to the school-houses of the circuit, very little change has taken place since the date of my last report; but in a large number of cases grants have been made by the Commissioners to build new school-houses—either to replace unsuitable buildings, or to supply the want of a new school in a desirable locality. In Belfast there is ample accommodation for the average number in attendance in a large proportion of cases; but in several of the schools the crowding is excessive. As this matter will probably be remedied in the immediate future, there is no need of further referring to it.

School-
houses.

A matter which has largely engaged the attention of the Commissioners and their officers is the question of sanitation. I am happy to say that the efforts of the Inspectors in this direction have produced a considerable improvement; but much remains to be done in the future.

Sanitation.

The Model schools continue to maintain their high standard of efficiency. From pressure of other important official duties, and owing to prolonged illness during the past year, I have been unable to join in the examination of more than a few of the Model schools. In June I examined the three departments of the Carrickfergus Model School—which was then in my own charge. The answering—in the boys' and girls' departments especially—was admirable. I joined in the examination of the boys' department at Newtownards last November; and in December I examined for five days at the

Model
schools.

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Education.

Dr. Moran,
Head
Inspector.

Belfast.

Convent
schools.

Reading.

Writing.

Spelling.

Arithmetic.

Grammar.

Geography.

Agriculture.

Needle-
work.

Kinder-
garten.

Belfast Model School. I enter thus into detail to show that I am in a position to judge of the work done in the Model schools in my circuit.

I have not had time to examine any of the Convent schools; but from what I have learned from the District Inspectors, honest, earnest, and successful work is performed in these schools.

Reading.—Very little need be added to my former remarks on this subject. It varies from good to bad in different schools; and the repetition of poetry is still hurried and inaccurate. A new phase has been created by the introduction of the new series of Readers now on the Board's list. I have not examined much for Results during the past year; but so far as I can judge the new Readers are in some cases not desirable. Several teachers—and these by no means the worst—have kept to the Board's books; and several have given up the Readers and returned to the "old order of things." A little revision by one or two Inspectors of experience would make the Board's series preferable to any I have seen.

Writing.—This important exercise remains much as at date of last report. Too little attention is given to a proper supply of pens, ink, and paper; and in most cases the supervision is inadequate.

Spelling. *Spelling* is, perhaps, on the whole, improved. This improvement is in a great measure owing to phrase-spelling now forming part of the pass in First and Second classes. If a good foundation be laid in the junior classes, the teaching of spelling will give very little trouble in the senior classes.

Arithmetic. *Arithmetic* continues to receive a large amount of attention; but in most cases the methods adopted in teaching this subject are defective. Too much use is made of cards, and too little of the blackboard.

Grammar. *Grammar* is still the worst taught subject in the Programme.

Geography. *Geography* is, on the whole, better attended to than Grammar. The methods adopted in teaching this subject are also defective. Strings of names are learned by the pupils as home-lessons; and when the pointer is used it is employed in such a way that it is, in many cases, practically worthless. There is no grouping, no classification. Instead of taking the rivers for one lesson, the mountains for another, &c., it is quite common to hear a teacher proceed as follows:—"Show the Cape of Good Hope;" "The Himalaya Mountains;" "The River Nile," &c.

Agriculture. *Agriculture* is fairly taught—so far as a rote knowledge of the text-book is concerned; but, as a rule, the pupils know practically very little of the subject. I have frequently asked teachers if, after school is over, they ever bring their pupils to see the manner in which agricultural operations are carried on by a skilful and successful farmer in the locality. The invariable answer is "No." I find that even teachers who have residences in the immediate vicinity of the school with a flower and vegetable garden attached, never give any practical illustration of what the pupils have been learning from the text-book.

Needlework. *Needlework* is fairly taught. It is good in the schools in which workmistresses are employed. The hour per day during which it is taught presses unduly on the rest of the school work for girls. Perhaps three hours per week would be sufficient for Needlework.

Kindergarten. *Kindergarten* has now been introduced into all the Infant schools; and, judging by the large proportion of passes awarded by the Inspectors, the result is satisfactory. Large numbers of teachers

attend the examination for certificates; and the number of candidates for certificates is rapidly increasing.

Practical Cookery.—Last January an itinerant teacher of Cookery was sent to Belfast. She gave practical lessons from January to April in two of the schools—St. Mary's, Crumlin-road, and Milford-street Female School. All cooking appliances were liberally supplied by the managers. At St. Mary's several of the monitors attended the course; but beyond this, no further permanent benefit has accrued from its introduction. The teachers have not continued it. At Milford-street the case is different. The manager took up the matter warmly. It is to be continued by the principal teacher. She and several others from the same locality were examined in Dublin for certificates, on the 24th June last, by Head Inspector Dewar and myself.

It is to be hoped that this important branch of female education may be extended to several schools.

Monitors.—These young people receive, in most cases, a very fair amount of attention from their teachers. Their exercise books are, as a rule, neatly and carefully written; but I should like to meet with more map-drawing in the exercises. No matter how brief my visit to a school may be, I always call for the monitors' exercise books.

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the State of
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Education.

Dr. Moran,
Head
Inspector,
Belfast.

Practical
cookery.

Monitors.

I have the honour to be, Gentlemen,

Your obedient servant,

JOHN MORAN, Head Inspector.

The Secretaries.

General Report on the Ballymena District by Mr. A. N.
BONAPARTE-WYSE, M.A., District Inspector.

Mr. A. N.
Bonaparte-
Wyse, M.A.,
District
Inspector,
Ballymena

Ballymena, November, 1899.

GENTLEMEN,—In accordance with your instructions, I have the honour to submit the following report on the state of National education in the Ballymena district, of which I have been in charge since 1st February, 1898.

There has been no change in the geographical limits of the district since the last report of my predecessor, in 1897. The schools inspected from this centre are all in the county Antrim, and cover the central and north-eastern portions of that county. The general shape of the district is a long parallelogram, extending from Fair Head in the north-east, to Toomebridge, on the Lower Bann, in the south-west. In the centre of the district is the town of Ballymena, with a population now estimated at over 11,000; and in the neighbourhood are the large villages of Ahoghill, Broughshane, Cullybackey, Kells, and Connor. The population of these places, and of Randalstown, further to the south, is largely employed in various factories connected with the linen trade, and a good deal of hand-weaving used to be carried on in the country parts adjacent to these villages; but I am informed that this cottage industry is gradually dying out,

Limits and
character of
district.

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Mr. A. N.
Bonaparte-
Wyse, M.A.,
District
Inspector,
Ballymena.

so that the rural districts are getting less populous, while the villages and towns are increasing.

These factories also afford attractive and advantageous employment to young people of both sexes, especially girls, so that the great majority of the pupils of our national schools disappear from the rolls as soon as they have passed in the Fourth Class. In many cases, too, as the parents and elder children are thus employed all day, the younger children of school-going age are kept at home to look after the house-work, and to mind their little brothers or sisters. The families are usually large, those of from eight to twelve children being common.

To the north, and further to the east of Ballymena, the population is almost entirely of the farming class, and, as tillage is more practised in this part of Ireland than in Leinster, Munster, or Connaught, the farming operations are responsible for making the attendance at school very irregular, as children from 9 years of age upwards are made to assist in weeding, hay-making, flax-pulling, potato-gathering, &c.—operations which fill, in turn, the greater portions of the summer and autumn months. In the north-east of the county, among the Antrim mountains and picturesque glens, the population is sparser; there is less tillage, and the rearing of sheep and mountain breeds of cattle occupies very many of the inhabitants. The people of this region are almost wholly Roman Catholic in religion, and in general they attend school better, and do not leave so young, as in the other parts of the district already described, where factories and tillage keep them away. There is a small mining population among the mountains.

Obstacles
to advance
education.

From what has been said, it will be easily seen that National education has many difficulties to contend with in its work among such a population as described. To my mind—and, when I use these words, my standard of comparison is not the state of education in the rest of Ireland, but rather that of France, Belgium, Germany, and other leading continental countries—there is a low ideal, and an inadequate appreciation of education on the part of the people, which goes far to retard its progress in our midst. I do not mean to say that the necessity for a school is not recognised; on the contrary, I have met instances of very praise-worthy sacrifices on the part of the people, made to supply better school accommodation—but what I do say is, that the objects of a school education are very imperfectly understood. In the eyes of the people, reading, and writing, and ciphering are regarded as the whole end and aim of national education, and anything further is looked upon as an unnecessary refinement, compared to which the importance of saving a few shillings in labour, or of securing a small weekly pittance in a factory, is so superior as not to admit even of question. The general training of the mental faculties, the developing and raising up of the intelligence, the knowledge of something outside the petty world and the prosaic life of the peasant, an appreciation of what is beautiful, and noble, and good—these things as part of school education are as empty of meaning to the ordinary peasant or labourer as the moods and figures of the syllogism in a text-book of Logic, and the idea of advancing such ideals by a school education would, I think, be regarded by the majority of our people as rather a fantastic one, to say the least. Nor (that I may descend to a lower plane) is the utility of a higher degree of instruction at all sufficiently appreciated. I found these conclusions on the following facts observed almost

everywhere throughout the district:—(1) the very irregular attendance, frequently under 60 per cent. of those on rolls in country schools; (2) the unwillingness on the part of the District Councils to adopt compulsory education; (3) the habit so frequent almost everywhere of leaving school young—the great majority leave at 12 or 13 years of age, and the senior classes are, consequently, extremely small; and, (4) the preference for any form of labour to school attendance. Adult instruction is practically non-existent, and the lower classes have almost no sense of literature or art. In the rural districts, education begins and ends in the primary school, and, too frequently, ends in the Fourth Class.

I do not, however, think that the people of this county are less developed in this respect than in other parts of Ireland; but in the other parts, the counter-attractions of remunerative employment are, unfortunately, not at all so great, and greater efforts have, I think, been made by the managers to encourage school attendance.

It may, of course, be said that our schools are not more appreciated, simply because they do not themselves attain the high standard of efficiency which is necessary in order to cultivate those high ideals of school training to which I have referred above. "To make us love our country," says Edmund Burke, "our country ought to be lovely," and no doubt the same aphorism might be applied to primary schools. It may, on the other hand, be urged that our country, like our schools, is rather what we ourselves make it to be, and that its state and theirs are rather a consequence than a cause. And this I believe to be the true view. If education were more valued and thought of, if attendance at school were looked upon—as it is on the Continent—as so important as not to be neglected except for grave reasons, if the position of a teacher were more esteemed on account of the weighty influences for good or for evil which he has the opportunity of exercising on his pupils, and through them on the future population of the country—I believe, if this were the state of things, our schools would have to rise to the occasion, so to speak, bad school-houses would be quickly replaced by good ones, inefficiency on the part of the teacher would be regarded by the whole community as a serious evil directly affecting the higher interests of the people, and an incapable teacher would be quickly eliminated from the service of the Board rather by the wholesome pressure of an enlightened public opinion than by official reprimands and censures. But in how many cases do we not find that the final dismissal of a teacher by the Board, after years, perhaps, of patent inability to conduct a school successfully, is regarded by the people as an act of injustice and a hardship? Again, where a choice of schools on account of their proximity to one another lies open to the parent, it is surprising to find that the school where the discipline is most lax and the teaching most ineffective, is often more crowded than one where an efficient teacher demands from his pupils their constant attention to study, with the best results for the children themselves. A flagrant case of this kind has come under my notice during the past year. Of course, it does happen occasionally that a bad school is unpopular and the attendance falls, but I think this is due rather to defects in the teacher's character, which prevent him "getting on" with his neighbours, than to the inefficiency of the teaching. These strictures naturally apply more to the backward rural parts; in Ballymena itself, and in the more important villages, more enlightenment is shown. Even in this state of things, however, I believe there is a gradual improvement.

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Education.

Mr. A. N.
Bosworth-
Pye, M.A.,
District
Inspector,
Ballymena.

Reports on
the State of
National
Education.

Mr. A. N.
Donaghy,
Barrister-at-Law,
District
Inspector,
Ballymena.

Classification
of
schools.

There are at present 150 National schools in this district. Two of these are P.L.U. schools; there are the three departments of Ballymena Model School; the rest are ordinary National schools. There are no Convent or Monastery schools, nor is there at present in operation any evening school.

With regard to the Workhouse schools, they have always struck me as cheerless, melancholy places—dispiriting alike to teacher and pupils. I think it is quite time that all children at workhouses of school-going age should be boarded out in respectable families. It seems to me almost the only chance of raising up this class of the community, and making them useful members of society.

The district Model school here commands a fair attendance of children of the middle and more well-to-do classes, and its work is well thought of. The teachers are of high moral character, and deservedly esteemed. As, however, the Model school is the only National school in the district where school fees are charged, the attendance has been somewhat prejudicially affected on this account—the small sums exacted being grudgingly paid in some cases by people whose social position ought to make them ashamed of such parsimony. The competition of certain Intermediate schools, or I should rather call them “classes,” has drawn away from the Model school some of the most promising pupils near the conclusion of their primary school course. In this context, I might remark that the Intermediate course seems by no means the proper complement of a primary school education, on account of its classical and literary tendency. I think there is great need for a higher primary school, which should develop commercial and scientific instruction, and also devote particular attention to manual instruction in its bearing on Ulster industries. These “Continuation” schools, as they are usually termed, are a feature of the education system of Germany, France, and Switzerland, and I am quite certain they are just as urgently needed here as in those countries.

Of the 150 schools in the district, 6 are Infant schools, there are 18 for boys only, and 18 for girls, and all the rest, 108 in number, are mixed schools for both sexes. These mixed schools are generally preferred by the people here. No doubt, as the schools were originally smaller in attendance, the mixed schools were a necessity, and the habit thus engendered has continued. A great number of schools have still a small attendance. There are no less than fifty-four with an average attendance of under forty pupils; fifteen of these have an average less than thirty. The training and instruction given in these small schools are, for the most part, inferior. It is one of the disadvantages of national education in the county Antrim that there are so many of them. It is still more regrettable to know that in several cases the necessity for them hardly exists. In the central part of the district around Ballymena, especially to the north and west, there are quite too many schools, and in many cases three schools now in operation could be very advantageously replaced by two. A reform of this kind would interfere with many vested rights, but would perhaps not form too serious an undertaking for the Commissioners of National Education and for school managers to grapple with.

This redundancy of schools is due to two causes. One is a peculiarity of the people themselves; they like to have the schools very near their doors; a group of, say, twenty families will want to have a school for its own members. In cases like this in the past, a few heads of families would form themselves into a committee,

Redun-
dancy of
schools.

and as they often erected a school by their own efforts, and then filled it with their own children, it was difficult for the educational authorities to stand aloof after such laudable attempts at self-improvement and refuse them aid. And so the schools remain; and where they are so close together they are lowering the standard of primary education.

The other cause for the redundancy of schools, and this is especially the case in the villages, is the desire on the part of the clergymen of different denominations to secure religious instruction for the pupils belonging to their respective churches. It is not for me—and I disclaim all inclination thereto—to criticise this arrangement; but I feel it my duty to point out that it has had an injurious effect in many cases on the secular and literary education of the pupils.

I shall give, briefly, some reasons which induce me to believe that a small school is, generally speaking, a great disadvantage.

In the first place, a small school means an inferior teacher. The lowest standard of teacher recognised by the Board naturally tends to gravitate to the lowest level of school, because the pay is scanty, and generally, though not always, there is no local aid to supplement it. If perchance a young teacher of ability gets appointed to a small school, as soon as he has earned one or two good reports from the Inspector, he seeks a more advantageous position, and generally gets it. But when the inferior man is appointed, he, too, soon seeks a better position, but as he is probably without the good reports earned by the efficient, he does not get it, and remains where he is, to the great detriment of his pupils. But finding that his emoluments are small, he looks for some other pursuit to supplement them, and, mayhap, tills a few acres of land, or opens a humble wayside shop. And so there results a loss of attention to the interests of the school, and the influence of the teacher, half-farmer or half-luckster, sensibly declines with the people and with his pupils. I am of opinion that the teachers of these small schools should be dealt with far more severely both by managers and by officials of the Board.

Next, the difficulty of conducting a small school is very little less than that of carrying on a larger one. Though the pupils are few, they are of all ages, and probably all the eight classes of the Programme are represented. No paid monitor can be appointed, and there is a scarcity of senior pupils from which the teacher might select unpaid ones. There is no opportunity for division of labour, because there is no one to divide the labour with. Two teachers dividing the classes in a mixed school are, I think, far more efficient than the same two conducting in separate rooms, the one a male, and the other a female school.

Another disadvantage of the multiplication of small schools is the tendency that it has to sap discipline. Where there are two or three schools within easy reach, the teacher is often obliged to relax discipline, and to resort to demeaning measures in order to prevent a child leaving his school. The children are left a good deal to themselves by the parents in this matter, and if they tell the latter that they do not care for a certain school, the father or mother immediately concludes that the teacher must be at fault, and permits the child to go to another school. And, whatever theorists may say, I have invariably found that the school best liked by young children is the one where they are allowed to have their own way.

The opportunities of training in habits of method, order, obedience, &c., are generally meagre in small schools. The smallness of the

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Mr. A. N.
Donohoe,
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District
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Ballymena.

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Mr. A. N.
Bonaparte-
Wynn, M.A.,
District
Inspector.

Ballymoss.

School-
houses.

classes obviates the necessity to a great extent for drill, marching when making class movements, ready attention to signals, and other organized actions, that are required in the daily routine of a large school. There is, moreover, a listlessness and apathy about their studies on the part of the pupils, arising from the lack of competition, which is very noticeable. The pupils want the companionship of others of their own age and attainments, which plays so large a part in the forming of youthful character. Educational writers often speak of a school as a microcosm, a little world in itself, where the duties of man in relation to his neighbour may be learnt in miniature; but one of our small schools, from this point of view, reminds me rather of an isolated islet, peopled only by a few families, which by no means reproduces the conditions of existence in the great world of men.

I am gratified to be able to report that there is a continuous and substantial improvement in the school-houses of the district. Since I have been here, six old houses have been replaced by new ones; three of these were built solely from local funds, the other three being supplied with the help of the grant from the Board of Works. Eight vested schools are at present in course of erection, and will doubtless all be opened during the next twelve months. Negotiations are proceeding for erecting new school-houses in eight other cases. All of these building operations are to replace old and unsuitable houses, with one exception—a new school is being put up in the townland of Cross, in a mountainous district, which, being sparsely populated, is at present deprived to a great extent of available schools. In three or four other instances considerable improvements and enlargements have been made to the school-houses. Of the school-houses actually in use on the 30th September, 1899, I consider two-thirds, or about one hundred, to be satisfactory; about thirty may be classed as middling or passable, and about twenty are unsuitable, and should be replaced by new ones. As I do not include in these figures the schools now building, or those in whose case negotiations for building have been entered into, it will appear that of the twenty bad houses, about fourteen will, in the near future, be superseded. In the other cases efforts are being brought to bear on the local parties, with, I trust, eventually a successful result. I ought to state that in the majority of cases the present activity is the outcome of representations made to the Commissioners and to the managers by my predecessor in the district.

The school-houses, especially where there are school committees or wealthy patrons, and, of course, where vested in the Commissioners, are kept in a satisfactory state of repair. It is, indeed, to that fact that they owe their present existence in several cases, as many are extremely old. The old ones were generally defective in plan, badly lit and ventilated, with windows too small, and the roof too low, and more often than not without either porch or privies. But all those now constructed are mostly satisfactory in these respects. There are still nineteen schools unprovided with any closet accommodation; so recently as 1894, there were, however, thirty-five such schools; a year ago there were twenty-three; so in this matter it may be seen that progress is being made. The closets are, however, in too many cases very badly kept, the approach being sometimes flooded with rain or muddy, and the whole place in what appears to the lay observer to be an unsanitary condition. This matter will not, I think, be remedied until these places are put under the

regular supervision of the medical sanitary authority. It is a matter of speculation how far the spread of epidemics among school children is dependent on unsatisfactory sanitary arrangements.

The furniture and fittings of the schools are fairly satisfactory. In some schools the desks are old and worn, and are not varied in height to suit children of different ages; new furniture has been supplied during the past year in some of the worst cases of this kind.

I have lately noticed several cases where the heating arrangements are scarcely adequate. In a large room over 25 or 30 feet long, a turf fire in an open grate at one end is quite insufficient to keep up a proper temperature throughout. I would like to see stoves (which should be supplied with arrangements for producing a draught) adopted in many more schools. It seems a strange thing that the plans of vested school-houses approved by the Board of Works do not appear to contain any provision for heating the rooms by hot air connected with open grates, a device so much adopted in Great Britain, and apparently neither costly nor complicated. I am of opinion that adequate heating arrangements are not adopted in some vested schools recently erected. The teachers, too, not unfrequently, are very negligent about keeping up the temperature of the school-room. A smoky turf fire may be lit too late in the morning, and in a couple of hours, from want of supervision, may be let out altogether. Thermometers are rarely kept, and still more rarely consulted, where kept. When recently visiting Continental schools for the Manual Instruction Commission, I came across several where the temperature, as recorded by the school thermometer, had to be entered in the school records three times daily, by official regulation. In the matter of ventilation, too, teachers are often remiss; I visited a fine new school, a week ago, at about half-past one p.m., and, though all the windows had been expressly constructed to open for ventilation purposes on the most approved principles, not one had been stirred that day, and the air was foul and unwholesome. While National teachers neglect these obvious duties, enjoined by the "Practical Rules," they lay themselves open to much adverse criticism.

I am afraid that, in this matter of the keeping of school-rooms and premises, both managers and teachers could, at the expenditure of a little care, thought, and, no doubt, cash, do much more than is done to make them attractive. In every school there should be many coloured charts and instructive diagrams—in every rural school there should be coloured plates of the principal vegetables, crops, and farm implements, especially of those which are not known among the people of the neighbourhood, but which ought to be introduced. Every school should have, at least, a clock in working order. A few flowers in pots ought to be on every window sill. I am pleased to say that some teachers have procured charts at my suggestion; there are a few schools where flowers are grown, but very few. In too many cases the school clock is out of order, and hangs mute and lifeless on the wall—an ominous emblem, shall I say? of the mental life and activity of the school itself. It seems to me that in cases such as these, the fostering interest of the manager might not inaptly show itself, and, as I say above, a small expenditure might produce a very substantial effect. I think I see an improvement in the neatness with which the schools are kept. There are some schools which at once, by their tidy workman-like appearance, brighten the pupil's intellect, and give him a cheerfulness to commence his daily task. In others, alas, the gloomy bare walls, and the copy-books and slates

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rooms.

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thrown aside in confusion, put one out of heart for all cheery effort, and must, I think, exercise a dulling influence on those who have the misfortune to be their daily denizens. Most inspectors recommend, to remedy these defects, that a special grant for neatness should be given to the teachers. The theory would appear to be that for every subject taught and every duty discharged, a special supplement to his salary should be paid to the teacher. I think it would be far wiser to look upon this neatness of school-room as a part of the teacher's duty, neglect of which should be visited by a diminution of salary.

There are twenty schools in the district to which residences for the teachers are attached. Nine of these—a very small number—have been erected by loan from the Board of Works. They are, I believe, good houses, and a great boon to the teachers, and the low annual charge makes the possession of one a considerable addition to the teacher's emoluments. More of them should be built, but I understand that it is not easy to get suitable sites.

School
committees.

With regard to the management of schools, one of the features of this district is the number of recognised school committees that are patrons of schools. There are forty-four schools under school committees. The action of these committees has some unsatisfactory aspects. Their activity is irregular and spasmodic, some seldom or never meet, and many keep no minutes or records of their transactions. In several cases the members have very vague notions as to their powers and responsibilities—a state of things that has often given rise to disputes among the members or with the managers, to the detriment of education. When one recollects that there are no regulations laid down for their guidance as to their procedure at meetings, manner of electing new members, &c., one is not surprised to hear that misunderstandings among them are not uncommon. I think it would be of great advantage if a code of regulations were formulated by the Commissioners, which would indicate clearly the rights, powers, and liabilities of these committees, and the manner in which they should proceed to discuss and vote at their meetings, and how they should, when necessary, add to their numbers. At present the plan of increasing the committee is generally by co-option, which does away with all direct representation on the part of the people whose educational interests they are supposed to be protecting. If there are two factions on a committee, that are equal in number, one party has been known to try to co-opt other persons with a view to strengthening their own side. I believe these committees were chosen in the beginning by popular election among the heads of families interested in the school, and this method of election should be continued when it is desirable to add to the committee's members. Though by the rules, all their functions, except that of appointing or removing the local manager, should devolve on this latter individual, they frequently embarrass him by interfering in the appointment or removal of teachers; on the other hand, they are often very active in helping to repair the school-house, and where there is an energetic committee, the school-houses are generally kept in good order. In recent years a good many committees have ceased to exist, and have allowed their rights of patronship to lapse. On the whole, I think that, under certain definite conditions, they could co-operate very usefully in the work of primary education.

Epidemics.

There have been epidemics of measles, sore throat, and similar complaints, as well as an outbreak of typhoid fever, in various parts of the district during the year. In one place or another measles have been

rife nearly all through the spring and summer, and are so at the present time. These epidemics seem to run their course unchecked, they spread from one parish to another, and attack one school after another; indeed, their advance through the district might be traced on the map with ease. They lower the attendance at the schools very much when they are actually prevalent, and for a few weeks after. The entire absence of medical inspection in National schools calls for attention in connection with this subject.

The preservation of health and the checking of incipient disease by medical supervision in primary schools have had attention in other countries. In Brussels, for example, each State school has three visits of inspection every month from the dispensary doctor belonging to the ward of the city in which the school lies. At his visits he takes note of the condition of the school as to warmth, ventilation, and sanitary arrangements. He, of course, inquires into the general health of the pupils, and incipient cases of infectious disease, if detected, are at once isolated. Moreover, the teachers are bound to bring under the doctor's notice any of their pupils suffering from any delicacy or infirmity, and where practicable these cases are treated by the doctor, and at his subsequent visits are followed up, and the resulting state of the sufferer further dealt with medically. I learn from the official report of the sanitary authority of Brussels, for 1896, that during the year 1895, 3,895 pupils of primary schools there were thus under treatment, and it is stated that in 3,676 cases, or 94 per cent. of those treated, the health of the patient improved. A similar supervision of the teeth is also exercised. The doctor is required, moreover, to address a few remarks on attention to health, and the avoidance of infectious disease to the senior classes, at each visit. When I think of such beneficent action as this, and compare it with what obtains in Ireland, I am ashamed to feel how far we are behind the age we live in.

Irregularity of attendance is undoubtedly, in my mind, one of the greatest difficulties with which primary education has to contend. This is especially the case in the rural parts in the north and centre of my district. In most of these schools the attendance is more irregular than anywhere else in the whole of Ireland in my experience. The average attendance of these schools is generally less than 60 per cent. of the maximum attendance possible—that is to say, on every day of the year forty out of every hundred children on the rolls are absent from school. The cause of this is chiefly work in the fields—and when the elder brothers or sisters stay at home for work of this kind, the younger children very often stay with them. From the age of 8 or 9 years, country children are employed by their parents at all kinds of light field operations. Our laws seem to me inconsistent; they prohibit, under heavy penalties, the employment of children at easy work in factories, but parents may work their own children in the fields "from early morn to dewy eve" without let or hindrance. An effort was recently made by the teachers to induce the district councils to put the Compulsory Act in operation, but, though favourably considered at first by the councillors, it met with so much opposition from the people that nothing decisive has, I understand, been done. However, I do not regret the failure of these efforts, as I believe the enforcing of the Act would have been quite useless, and in a year or two, when the people had learnt how to evade its provisions, it would have become ineffective. That fatal Section 1 (3) (b.), which prescribes the "reasonable excuse" that

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justifies the non-attendance of a child, would kill its efficacy. No action can be taken if "a child has been prevented from attending school by sickness, domestic necessity, or by reason of being engaged in necessary operations of husbandry and the ingathering of crops, or giving assistance in the fisheries, or other work requiring to be done at a particular time or season, or other unavoidable or reasonable cause." But these exceptions cover the whole difficulty. The children who are not kept away at present from one or several of the above-cited reasons are in attendance already. The 40 per cent. of those on rolls who are absent every day are absent just from those very causes. That section is, in my opinion, the missing keystone of compulsion. With that section in the Act, the arch is without its keystone, and quite useless. If the Act is to be applied to the rural districts with any success, it must first be thoroughly amended, and the above list of "reasonable causes" must be seriously curtailed. The Legislature must decide, once for all, whether the education of the child is to continue to be sacrificed, as it unhappily is every day in the country, to the personal interests of the parent. The same law which makes it penal to employ young children in towns in factories and other employment should be extended to the country and to agricultural labour, to some extent, at any rate.

The Act at present applies to only one place in this district, viz., the urban district of Ballymena. It has now been in force for over six years, and its effects, beneficial or otherwise, ought to be easily determined. I append herewith the statistics of attendance in the sixteen town National schools of Ballymena—

	Average on Rolls.	Average Attendance.	Percentage of Average Attendance to No. on Rolls.
1893,	12224	14006	730
1894,	12396	13705	709
1895,	20120	12336	612
1896,	20024	14331	715

I take the figures for 1893—the last year in which attendance was not compulsory—and for 1896 from the report furnished by my predecessor in 1897. From these figures it will be seen that the actual number of pupils enrolled in the National schools has positively declined, and is declining, although the population of Ballymena is increasing every year, many new dwellinghouses having been built during the year and a half that I have been here. I am unable to offer any plausible explanation of this on the present occasion. The percentage of attendance to number on rolls seems to have now settled down stationary at a little over seventy—a number which, though it compares favourably with country districts, I cannot but regard as eminently unsatisfactory.

As, however, many of the schools included in these returns have half-time pupils in attendance, who attend only on alternate days, the percentage given does not accurately express the ratio of actual to possible attendances. I have, therefore, examined the returns

from two groups of schools, Harryville M. (1) & F. (2) (Larne-street), and Ballymena M. & F. (Cushendall-road), where there are no half-time pupils, one group under Presbyterian, and the other under R.C. management. These schools are efficiently conducted, and afford a sound education to the pupils in attendance, and should therefore be well attended. The returns for the last two Results periods, ending 31.10.1898, and 31.10.1899, are as follows:—

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	Average on Rolls.	Average Attendance.	Percentage of actual to possible attendance.
1898,	677.1	501.9	74.1
1899,	660.7	492.9	72.5

I maintain that these figures are highly unsatisfactory. Their plain signification is that in these schools, which are conducted by zealous and efficient teachers, on every day of the year, more than one quarter of the pupils who ought to be present are, in point of fact, absent. In the Harryville schools, I made a visit one day last May, when the climatic conditions were in every way favourable to school attendance, and found that, of over 500 pupils on the rolls, *more than 120 were not in attendance*. And this is a typical case. Where were these 120 pupils? And how is it that in a small place like Ballymena, a little army of 120 boys and girls can be absent from one single group of schools, without the Compulsory Attendance Committee being able to effect any improvement? I recently visited schools in Paris and other parts of France, and carefully looked into the figures of average attendance, and in no case did I find that less than 90 per cent. of those on the rolls of the school were in actual daily attendance. When after six years' trial a Compulsory Attendance Committee can effect no greater results than those referred to, I am strongly of opinion that it is high time that a searching inquiry should be directed into the working of the Act with a view to its thorough amendment. I could, no doubt, indicate here the points in which the Act appears to me to be chiefly defective, but I must defer, through want of time and space, these remarks to another occasion.

As regards the general efficiency of the schools, the number of excellent schools is very small, perhaps eight or ten; forty may be regarded as good or very satisfactory, sixty fair, and about forty as unsatisfactory in varying degrees. Those in the last category are chiefly small schools under teachers with little aptitude for their profession, and who display a small amount of interest in their work. Some are under elderly teachers, who were never trained, and had never much capacity nor energy for the situation. The last are, naturally, being gradually eliminated.

Efficiency of schools.

The classification of the teachers of the district is rather high. Of 150 principals and 59 assistants, 55 are in the First Class, of whom 22 are in first division. Very few, comparatively, are in Third Class, and these are mostly assistants. More than one-half have been trained in a recognised Training College. The effects of the training course on the efficiency of the teacher appear to vary very much with his individual capacity. If the Queen's Scholar has a taste and inclination for teaching, the training course undoubtedly

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improves his powers very much, by showing him the best manner in which to employ the abilities that he possesses; but, if he has little natural aptitude for teaching, the results of a training course are scarcely apparent. Unfortunately, the training colleges seem little suited for weeding out unsuitable men—95 per cent. of those who enter them come out after a successful course, the majority even “with special distinction”; this appears to me to show that a great number of persons that are unfit for the teaching profession pass successfully through these institutions, for I am convinced that it is impossible that 95 per cent. of any given number of persons selected by competitive examination on purely literary subjects can all be turned into efficient teachers. I remarked in the French Normal Colleges that very little more than half of those that entered succeed in gaining successful certificates for teaching.

Training.

The chief effects of the training are noticeable in improved methods of order and discipline, and of school organization, and to a less degree in methods of imparting class instruction. The moulding of the teacher's character, which tells so strongly on the value of the training and instruction he imparts, seems, unfortunately, less developed in the training college. Habits of perseverance in work, and steady effort, punctuality and integrity in a conscientious discharge of the duties of the position—these qualities, priceless beyond any merely literary qualifications for the training of the young—are, in my opinion, better acquired during a five years' monitorial course under a really efficient teacher, than by any sojourn in a training college. The example, as well as the precept, of a successful teacher at home in his own school has a far greater effect on a young monitor than the company at Dublin of a hundred young men of his own age and of varying abilities and dispositions, and to a successful monitor in a school of the kind indicated I would always prefer to look, rather than to a person who had merely had a two years' training course, without previous teaching experience.

Teachers.

The teachers of this district are, as a rule, diligent and attentive in the discharge of their duties, highly respectable and of excellent moral character, and anxious for the success of their pupils. I believe that in these qualities they would probably compare most favourably with the teachers of any other part of Ireland. But, having willingly borne my testimony so far to their merits, I am bound to say that, in the greater number of cases, they do not possess a sufficiently high standard of professional knowledge, and in this respect seem to fall short of American and Continental primary teachers. I am inclined to think that very few of them endeavour to keep abreast of educational research by the reading of works on professional subjects, and at their frequent re-unions, they appear to devote small attention to raising the standard of the profession by making themselves better educators, and therefore more worthy of the higher emoluments to which they so frequently lay claim. I have often thought that yearly or half-yearly conferences of teachers under official recognition for the discussion of improved methods of teaching, &c., would tend to prevent so many of the older teachers stagnating in their knowledge of their profession. This low standard of knowledge is further signalled by the fact which I have so frequently noticed that so many important directions for school-teaching, given in a book so familiar to Irish teachers as Joyce's

Handbook, are quite disregarded and overlooked. I will cite two or three instances at random, *e.g.*, the first lessons in Geography should deal with a plan of the schoolroom, townland, village, &c., to thoroughly familiarize the pupil with the meaning of a map—this is seldom or never done. Another case: Joyce, in the chapter on Arithmetic, gives a very excellent plan for exercising the children in the addition tables, by writing numbers on a tablet, and then making the pupils add a constant figure to each in turn. Now, though the teaching of the addition table is unsatisfactory in a great many schools, I never met a case where this plan was adopted, except where I had myself urged the teacher to try it. These two cases will suffice; many others could easily be supplied. There is, I fear, a tendency among teachers to consider that the day's work has been done when the schoolroom door has been locked at 3 or 4 o'clock, although the next day's teaching should require thought and preparation, and this lack of preparation is, without doubt, responsible for so much ineffective teaching.

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The general training of the pupils varies very much with the school. Under trained and efficient teachers, it is generally good; in poor schools it is very bad, and, I think, the character of a child positively deteriorates in such a school, because it acquires there habits of untidiness and of want of order and punctuality. In such schools as these, discipline is unsatisfactory, an orderly arrangement of pupils in the desks or at draft circles is rarely seen, and movements of pupils by marching are either unknown or carried out in a disorderly way. In nearly all schools the personal neatness and cleanliness of the children get insufficient attention—uncombed locks and slovenly dressing go unreheated, and, in justice to the teacher, I should say that it would only be by a great deal of tact that he could safely interfere in these matters, as parents take such admonitions on the teacher's part often as an insult to themselves. A friendly hint here and there, and an observance of greater neatness in the keeping of the schoolroom would, however, have a substantial effect, and are measures within the reach of all teachers.

I think there is a gradual and steady improvement in the general intelligence displayed by the pupils, and I believe that the enforced teaching of explanation of the Reading lessons has had a great effect in this direction. If an analogous change in the Programme in Arithmetic in the junior classes were ordered, so as to make it less mechanical by the introduction of easy problems bearing on the four rules, I believe it would go far to rescue our school work from the charge of want of intelligence. An examination, individual or otherwise, cannot very well test the intelligence, when an intelligent knowledge is not required by the Programme; and it would be well to recognize that the Programme is to blame in this respect, and not the system of examination. Speaking for myself, I believe the system of annual individual examination of pupils is of great efficacy in the schools of this district, and I earnestly deprecate, as emphatically as I can, any immediate abandonment of individual examination. I do not think that payment of teachers for each individual pass is a good plan, but I hold strong convictions, strengthened still more by my experience of Continental schools, as to the necessity, in the interests of the pupils, of annual individual examinations. I may quote Sir Joshua Fitch, probably the greatest living authority on English pri-

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mary education, on this point. In his evidence before the Manual Commission, March, 1897, he said* :—" Individual examination for its own sake and for the children's sake is not a grievance but a privilege. It is the only real safeguard for accurate teaching, and it is the only way, in my opinion, to avoid slovenly teaching and slovenly inspection. . . . The objections to individual examination have, unfortunately, been mixed up with the idea of payment by results. . . . The old (Results) system was given up (in England) because it was associated with a bad method of paying the grant, but as far as its educational use was concerned, I have never ceased to regret that the individual examination has been so much discouraged, and I don't think that, in the long run, schools will be so well estimated by the mere general impression even of the most intelligent inspector as they were when, as part of his report, he recorded the results of individual examinations." In addition, I may add that I am convinced of the insufficiency of even lengthy visits of inspection as a satisfactory test of the usefulness of a school and of the abilities of a teacher.

General
proficiency.

Turning now to the general proficiency of the pupils, I find that one of the most striking facts in connection with this is the smallness of the numbers present in the senior classes in comparison with the junior classes. There is especially in every school a great number of very young children in the infants' class. This is due to the proximity of the schools to the people's houses, which allows the little ones to go to school at a very early age; and as there is no work at home in which these young children can take part, they attend far more regularly than the older ones. The Reading and Spelling learnt by the infants are usually known satisfactorily, but I am not so satisfied as to the general training of these children. There is no fault more common in small schools than to find infants unoccupied, and sitting idle a great part of the day. The compulsory introduction of Infants' exercises has done something to remedy this state of things, half-an-hour daily being now set down for this subject on all time-tables, but still there is a great deal of enforced idleness among these Infants, which must be injurious to their intellectual advancement. I am of opinion that no school should be allowed to receive children under 5 years of age, unless there is a qualified teacher for Kindergarten training and suitable appliances.

Infants.

The exercises for Infants generally taken up are—Use of the Ball-frame, which is good as far as it goes, Conversational Lessons with pictures, and Elementary Drawing. The Conversational Lessons are extremely useful, but too few of them are given. They should, I think, be extended to the First, Second, and Third Classes, and made the medium for conveying a knowledge of the elementary facts of Physics and of Agriculture. The chief defect that I noticed about the manner in which they are given by the teachers is a want of original treatment, a tendency to keep the lesson within certain mechanical lines. I must say that from time to time I have been gratified by the manner in which country teachers have given these lessons.

Reading.

The pupils of this part of Ulster seem to find considerable difficulty in *Reading* with fluency and distinctness, more especially in the vicinity of Ballymena. Defects in pronunciation and articulation are not sufficiently attended to by the teachers, nor do they read a

* Minutes of Evidence, Commission on Manual and Practical Instruction in Ireland Q. 6681.

model sentence for them often enough. Explanation, as mentioned above, is improving, and is now disregarded only in the inferior schools. Most of the new Readers seem to contain too little solid matter, and to have erred in the direction of being too light for school reading purposes. I advise teachers to keep the old Readers for class purposes, but to have sets of the new Readers in their possession, and lend them to the pupils for home reading. In this way, I think, a taste for reading might be stimulated in the pupils, and a kind of school library formed—one of the chief wants of our National schools.

Writing is moderately well taught, rather, however, by continual practice at the head-line copies than by actual instruction on the part of the teacher. In few schools is excellent writing seen.

Letter-writing is unsatisfactory in many schools, but I notice an improvement in this branch. In general, punctuation, grammatical expression, and the use of capital letters are not sufficiently attended to. All kinds of local colloquialisms are allowed by most teachers, and care is not taken to correct these. There are a few prevalent in every district, and I think that in every school the teacher should write them all with their corrections, on a large tablet to be hung up in the school, and draw the pupils' attention to them whenever these common errors are used; in this way—"I have went" for "I have gone," and "they seen" for "they saw," would soon be things of the past.

Great pains are taken with *Arithmetic* by teachers and pupils, especially in the senior classes. The too frequent use of test-cards, and inadequate use of blackboard, are the chief defects in the methods adopted, but on the whole, considering the difficulty of the Programme, good results are shown in the subject. The extreme difficulty of the tests now given necessitates an inordinate time (always one, and sometimes one and a half hours daily) being spent on the subject. I think a good deal of this time might be more usefully spent on Elementary Science, of which National school pupils know nothing.

In the junior classes, especially First and Second, I have found in many schools an insufficient knowledge of the Tables on the part of the pupils, and I have spent a good deal of time at the Results Examinations in endeavouring to get the pupils to work their sums in addition and subtraction by the Tables. Several teachers appear to ignore the fact that the sum of two numbers may be arrived at in two ways, either (1) by counting each unit, one by one, until you arrive at the number required, or (2) by remembering the sum through the association of the two numbers of which it is formed with the third number which expresses their sum. For the purposes of working sums by the second method, which is so much shorter than the first, children are taught the Addition Table. Now, this second method, which is the only one entitled to the term addition, is what is required from the children, but many teachers affect to consider that the first method is sufficient. The child, accordingly, if he has to add 7 and 9, proceeds to rehearse over to himself "7 and 1 are 8," "7 and 2 are 9," &c., until he comes to "7 and 9 are 16"—a process which is not addition at all. Expostulation about this fault has caused me endless trouble.

As I have already stated, it is very much to be regretted that in the classes up to Third, inclusive, our Programme only requires a mere mechanical working of the Four Rules; the result is that pupils, when

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Inspector,
Ballymena.

certain numbers are set down for them, and they hear the magic word "Multiply" or "Divide," go through certain mysterious evolutions with the figures, and bring out another set of figures, which, if their evolutions have been correctly done, they see to give satisfaction by the pleased expression of the Examiner, who marks them what he calls "Right." But what has exactly been done by these evolutions, or how they may be applied to any practical use, is not taught, nor may Inspectors look for such knowledge, as it is not specified in the Programme. The relative values of numbers are not understood by the children. I frequently ask the pupils of First Class to set down three or four numbers such as 420, 380, 902, &c., and tell me which one they believe to be the largest. The answers I get are sometimes ludicrous. An exercise of the same kind that never fails to puzzle a First Class is to ask the pupils to write down the largest number that can be made with three digits—extremely few hit on 999. These facts tend to show that the real signification of numbers is seldom explained, which, of course, leads to a want of intelligence in the answering and in the pupils, and I think I have conclusively shown that these faults, which are generally ascribed to the system of examination, are directly due to the defective character of the Programme.

Spelling. The teaching of *Spelling* I find generally satisfactory—it is weakest in Third Class. Where the subject is bad, it is due to the absence of proper supervision of the dictation and transcription exercises. These transcription exercises are frequently carelessly written, full stops and capital letters being often ignored in them.

Grammar. *Grammar* is probably the least satisfactory subject, demanding, as it does, the greatest exercise of the intelligence. In the good schools of the district it is well taught. Where the parsing exercises are bad, I generally find that a want of method has characterized the teaching, not enough oral instruction with the blackboard is given, and the sentences set for exercises to the pupils are not graded as to difficulty.

Geography. *Geography*—or rather Topography—is rather well taught in the majority of schools. The cardinal points are not well known in Third Class. I think a common fault is that the pupils are not shown how to use a map for themselves, *e.g.*, how to find a place of which the latitude and longitude are given, &c. Physical and Commercial Geography get too small a place in our Programme.

Agriculture. In *Agriculture*, little real teaching is done. The pupils study the text-book, sometimes quite unaided, sometimes by reading it aloud with the teacher, and the latter "hears" them. In this way the efficient teacher gets them to learn the text-book, the inefficient fails. But of expounding, of bringing the facts to the pupils' knowledge by skilful questioning and by making use of objects or of suitable pictures, there is none. Nor is this the teacher's fault. There is no text-book on Methods of Teaching on the Board's list that gives a solitary hint as to the method of teaching Agriculture. Consequently, the teacher has to devise his own method of getting it known by the pupils, and if the results are not all that is expected he should not be blamed. For myself, I hold that it should always be taught orally by object lessons, and in large schools by the aid of simple experiments. The teacher should never give a lesson on a crop or vegetable without having either a specimen of the plant, or a good coloured picture of it before the class. Lessons on the common crops might be started in Third or even Second Class, if charts were

used. A Second Class could easily learn a few facts about a dozen of the principal crops or vegetables in a couple of weekly object lessons, and this knowledge would pave the way for a more precise acquaintance with these crops at a later stage. A few teachers have, at my earnest exhortation, procured coloured pictures of crops and vegetables, but it is very hard to wean these teachers from the old system of "hearing" the boys out of the book, and doing nothing else. The facts of Elementary Science could be taught on the same plan, as I have slightly indicated above. That the teaching of Agriculture in National schools has had little effect on the farming of the country need cause no surprise. In the first place, as far as this district is concerned, a very small fraction of the boys of the country learn it at all, as they leave school too early, and when they do stay at school, attend very irregularly; besides, a great number of small country schools are under mistresses, who do not teach the subject. In the second place, I believe that instruction addressed to *Adults* is the only thing that will really have much effect, and it is a pity there is so little of such instruction in this country. I think the present teaching of Agriculture is of some use, but not commensurate with the money spent on it. It has this good point, at any rate, that it supplies a second Reading book to the boys of the senior classes, and I am sure it has done some good in this direction. There are no school gardens in this district.

The results produced in *Needlework* are in general fair, but unsatisfactory considering the very large amount of time devoted to the subject. I think three hours a week would be quite enough time for it. In general a very small fraction of the time is devoted to actual instruction, but rather to practice, and it is no uncommon thing to find sewing without thimbles a feature of the lesson. The individual system of instruction is always employed—the classes are too small for the collective system in this part of Ireland, and the teachers do not, moreover, know this system; as in the case of Agriculture, there is nothing about it in the text-books of Method on the Board's list, and few teachers see other works. As for the work-mistresses, it would be preposterous to expect them to know it, as they are quite innocent of all methods of teaching. These industrial teachers are, however, very attentive to their work, and, as a rule, their pupils sew fairly well. Darning seems to be rather neglected in this district, but is reviving. It is a misfortune that the darning of socks and the mending of the children's garments have so little place in the needlework instruction.

There are in general few extra subjects taught in this district, as the senior pupils are few, and, in the country, attend irregularly.

Drawing is taught in forty-eight schools, nearly one-third of all in the district, and the subject is making gratifying progress. The results are excellent in three or four schools—especially Ramcan F., Ballycastle—very fair in over half, and middling or poor in the rest. Where the subject is bad, it is because the teacher does not know how to teach it. The use of the blackboard and of well-contrived charts—such as Vere Foster's "Programme" series—is becoming more general, and has had much to do with the more satisfactory results obtained. Managers now expect certificates of Drawing and Singing when appointing teachers.

Eighteen schools teach *Singing*, and since I commenced this report, two more have been added to the number. The Tonic Sol-Fa

Reports on
the State of
National
Education,

Mr. A. N.
Bonaparte-
Wynn, M.A.,
District
Inspector,
Ballymena.

Needle-
work.

Drawing.

Singing.

Reports on the State of National Education. system is now generally adopted, having long ago proved its superiority to Hullah for school purposes.

Mr. A. N. Bonaparte-Wyse, M.A., District Inspector. *Algebra* is taught in fourteen schools, *Geometry* and *Mensuration* in eight, *Book-keeping* in fourteen.

Ballymena. *Botany* is now taught in Broughshane Female N.S., and with very successful results. The teaching is *practical* from the beginning, and each pupil has a copybook in which the actual parts of the flower, leaves, &c., are gummed, with the inscription at the side. It is at once a training in science, observation, and neatness, and the pupils take a keen interest in the work.

Extra branches. Of the six Infant schools, five now have *Kindergarten* classes. The classes are well conducted in each case, and in Elementary Drawing the proficiency is good. The exercises with the Gifts are carried on in too mechanical a manner—the teachers do not appear to me to enter sufficiently into the spirit of the thing. The subject in the case of children under 7 years is eminently one in which individual passes should be abolished, and a grant, depending on inspection of the instruction, should be substituted. Certain portions of the training could be carried on in all National schools, such as Elementary Drawing, and several of the “occupations.” In Guy’s Infant National School, by permission of the Commissioners, a commencement of *Manual Training* has been tried in the Third Class, in the form of *Cardboard Work*. The results are promising. I see no reason why a programme of the kind, gradually extending to *Woodwork*, should not be allowed in any school where a separate room can be obtained for the purpose and a qualified teacher found to carry it on. I think *Manual Training* is a crying need in a manufacturing town like Ballymena.

In closing this report, I would say that, though National education has difficulties to contend with in the apathy of the people, and its results—early leaving and irregularity of attendance—there is a gradual though slow improvement, both in the capacities of the teachers and their methods of instruction, and I anticipate that, if what is good in our present system is carefully and gradually extended and developed, a great amelioration of the education of the country may be seen in the near future.

I have the honour to be, Gentlemen,

Your obedient servant,

A. N. BONAPARTE-WYSE,

District Inspector.

The Secretaries,

Education Office,

Dublin.

General Report upon the Belfast, South, District by
Mr. W. PEDLOW, B.A., District Inspector.

Belfast, January, 1900.

GENTLEMEN,—In accordance with instructions, I beg to submit to you a General Report on the state of National education in this district.

Since the date of my last report, the boundaries have remained unchanged, and the number of schools has slightly diminished, owing to the closing of two, and the amalgamation of a male and a female school into a mixed school.

Except in the suburbs of Belfast, the district is well supplied with school-houses, most of them good buildings. In the country many schools are not well supplied with pupils, and this remark applies also to what may be called the heart of the city. The depletion of the country through the attraction of high wages to supply the wants of the city has resulted in the almost entire extinction of farm labourers, and has reduced once thriving rural schools into a state of struggling for existence. The multiplication of schools to satisfy denominational requirements, is prejudicial to the true interests of education. In Belfast an increase in the number of wards has been made by the city council, and this has resulted in a more sectarian division of the population. I can account for the closing of one school through denominational changes of residents, and the reduction of attendance in others may to some extent be similarly accounted for. The working classes are restless, change their houses frequently as they prosper or meet with adversity. They migrate from place to place in order to adapt their place of residence to their reduced or improved circumstances. It is thus difficult for the teacher who has many admissions within the year "from all parts of the city, to meet that uniformity of standard which the Results system exacts. He tries to do so, and wastes his energy on backward children, at the expense of those who are clever or well prepared. Reports have been circulated that Belfast is not properly supplied with schools. I can only speak for my own district. It is well supplied with school-houses, but not with playgrounds. The accommodation is more than sufficient for the attendance, but it is not fully utilized. There is practically no mixture of Roman Catholic with Protestant, or vice versa. Decline in attendance near the centre of the city is also partly accounted for by the extension of business premises. I shall point out some schools in which decline has taken place. In 1878 the average attendance at Brown-street Schools was 395, in 1898 it was 268. In 1878 the attendance at Townsend-street Schools was 263, and in 1898 it was 119·9. These schools are under Presbyterian management. The St. Mary's Schools, Bank-street, under R.C. management, had an attendance of 375 in 1878, and 239·9 in 1898. The St. Stephen's National School was opened in 1890. The attendance in 1892 was 150, and in 1895 it rose to 178·9. This school has now been divided into two, and the average attendance of the two added together was only 132·9 in 1898. The total average attendance at the schools to which I have referred was 760·7 in 1898; and they accommodate, allowing eight square feet for each pupil, 1,976 children. In the suburbs the attendance is rapidly increasing, and new schools must, in the near future, be erected. A

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National
Education.

Mr. W.
Pedlow,
B.A.,
District
Inspector,
Belfast.

School
accommoda-
tion.

Decline in
attendance
in portions
of the city.

Increase of
attendance
in suburbs.

D

Reports on
the State of
National
Education.

Mr. W.
Peterson,
B.A.,
District
Inspector.

Belfast.

Bad school-
houses.

Local
interest
taken in
education.

Managers.

Senior
classes.

Visits to
parents.

The good
school
compared
with the
middling
school.

large vested school-house is to be built near the Cooke Memorial Church, Ormeau Road, to accommodate over 600 children. Two large vested school-houses have recently been built at Malone, Balmoral, and Ormeau Road, and I have reason to believe that other schools in the outskirts of the city will shortly be opened. At Dunmurray an excellent vested school-house was this year completed. There are two bad school-houses in my district—Saint Brigid's and May-street. The attendance at the former is to be reduced, and an application for aid to build a vested school-house to replace the latter is now before the Board. The Belfast public contribute liberally to all meritorious objects, and they have done so for the promotion of education. This is demonstrated by the large number of good non-vested schools attached to congregations, by the fact that the Union is contributory, and by the fact that the Compulsory Education Act was taken up from its very inception with the greatest zeal, and carried out at considerable expense to the ratepayers. I cannot, however, say that the citizens of Belfast take a sufficient interest in National education. They give money certainly towards school buildings when required, and perhaps consider it less valuable than their time. I regret to state that lay managers visit the schools very seldom, and consequently know too little about primary education. They give little impetus to the teachers, and little encouragement to the children to remain at school. Some clerical managers exercise a most beneficial influence over the children, give the schools a healthy tone, teach by their suggestions good manners, and exercise supervision generally; the visits of others are, I am afraid, of little practical utility. The friendly co-operation of managers with teachers, inspectors, and the Board is almost always productive of good, and this co-operation should be aimed at and fostered. The good, although perhaps strict manager is, in the end, the teacher's best friend, whilst at the same time he is also the children's best friend.

In a previous report I referred to the small number of pupils in senior classes in Belfast, and I have given the matter some thought since. The excellent teacher without managerial aid can, by his profitable instruction, good method, firm and kind demeanour, by advice in season, and by his frequent communications with parents, induce a large percentage of his pupils to continue at school until they pass in Sixth class. The teachers whom I class as good lose most of their pupils in First or Second stages of Fifth class, and the middling teacher rarely has a Sixth class at all.

The teachers themselves could do much to spread the benefits of education by interviews with parents, and giving them information about their children, not by means of judgment cards or written reports, but by friendly conversations. The parents are visited too little by teachers, and visited chiefly to ascertain causes of absence.

I have in my district two large schools in the same building under excellent teachers, and two other schools near to them, attended by the very same class of children, under a good and a middling teacher. In 1899, at the two former schools, 525 pupils were examined, thirty were in Sixth class, and the individual examinations in extra branches numbered 346; at the two latter schools 441 were examined, and eight were in Sixth class. The number examined in extra branches was 213. The teachers were all in the First division of First class, and there is little difference in their incomes. This suggests the desirability of a change in the system of payments; a change in the system of classification has already been made.

In order that education may have a permanent value—that it may be a real use in after life, the children should at least be taught up to the standard of V². class, although for labourers and tradesmen a lower standard, on account of pecuniary difficulties, must be accepted. The greatest failure of our system here is that education ends when it is just beginning to be of permanent effect. The great unwashed, the nobody's children, the poor and neglected, never see the door of a school after they pass in Fourth class, and that the Belfast working classes are insufficiently educated requires no proof from those who have dwelt amongst them. The employers of labour provide work for the children as soon as they can by law accept it.

I have before me returns from forty-two large city schools, in all of which senior pupils are enrolled. Attendance is now regarded as compulsory up to and including First stage of Fifth. It is a matter of importance to examine the work done in V². and VI. class, and in extra branches.

The following table speaks for itself. The returns are for 1899:—

	Excellent Schools. (9)	Good Schools. (20)	Middling Schools. (7)
Examined in Fifth Class, . . .	142	141	32
Examined in Sixth Class, . . .	191	129	11
Examined in Extra Branches excluding Drawing and Kindergarten.	248	117	26
Examined in Drawing,	1,060	1,528	198
Average Attendance in the Schools, .	1292	1212	1232

I think it is easy to see from an educational standpoint that the nine excellent schools are doing better work than the twenty-six good schools, and that it would be well for the community if the middling schools did not exist. It is unfortunate, too, that practically the average attendance alone affects the income, and that the comparatively worthless teacher who attracts crowds through laxity of discipline and neglect of the Board's rules, which necessitate constant employment, benefits by his incompetence.

Progress is retarded, I think, chiefly owing to the following causes:—

Want of managerial support and influence;

The poverty and ignorance of parents;

The infrequency of teachers' visits to parents, and the distance that the residences of some of them necessarily are from their centres of work;

The difficulty in teaching senior classes thoroughly, and especially Sixth, compared with the easiness of teaching junior classes, the emoluments for both differing only in Results Fees;

The migration of parents from place to place, and the consequent change of children from school to school;

The rapid promotion of children forced on teachers by parents, so that the minimum standard required for exemption from school may at the earliest possible age be attained;

The fact that children, and not the parents, frequently select for themselves the schools they attend.

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National
Education.

Mr. W.
Fellou,
B.A.,
District
Inspector.
Bellas

The
standard
necessary.

Returns
from large
schools
compared.

Obstacles to
education

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the State of
National
Education.

Mr. W.
Petrows,
B.A.,
District
Inspector,
Belfast.

Managerial
influence.

Highly
efficient
service.

To elucidate what I have said regarding parents and their children, I shall give an example of a two-fold evil. A worthless teacher in a school in the suburbs was replaced by a highly efficient teacher of lengthened experience, and with the best recommendations. Shortly after she took charge of it, thirty-three out of seventy-seven on rolls left to go to an adjoining school, which had not a good official record. The good teacher insisted on discipline, order, work, and a proper classification of the children, which meant depression in class. The pupils and parents decided on the school they should select, and the good teacher was temporarily punished. This, I think, shows clearly that the pupils exercise considerable influence in selecting the schools they are to attend, and that many parents are totally ignorant of the benefits of education.

The Saint Luke's School, Lower Falls, was opened in 1876, and the average attendance for the first year of its existence was 136.4. In 1893 the school was divided into senior and infant departments, and the attendance at the two schools, as taken from latest returns amounted to 324.2. At the Results inspection, in February last, 166 were examined in senior department, of whom seventeen were in Sixth class, and in the infant department 179 were examined. The success of these schools is due to the energy and skill of the manager, to his real interest in, and knowledge of elementary education, to his anxiety for the welfare of the children, and to his judicious selection of the best teachers. The neighbouring ordinary National schools either remained stationary, or somewhat declined in attendance. This, I think, shows well what a manager can do who puts his shoulder to the wheel. It shows, too, that the real, as opposed to the nominal or apathetic manager, is the good teacher's best friend.

So many teachers have asked me what highly efficient service means that I think it right to refer to the subject, and for the benefit of those in doubt to give my own opinion regarding it, with reference to the district of which I have charge. The principal who wishes to earn the Board's highest commendation should give evidence of having made daily preparation for daily work; he should be acquainted with the best methods of training the mind to think, and be able to apply them. His control for good should be such as to induce regular attendance and a high percentage of pupils in senior classes. No teacher of a large city school should be considered highly efficient who has not taken Book-keeping, Geometry, and Algebra as part of his programme. The discipline and order should indicate merit, as well as the good manners and cleanliness of the children, and the ventilation and warmth of the rooms. The accounts should be neatly kept correct, and without arrears. I speak generally of the principal teachers of large city schools attended by senior classes. Poor localities and local circumstances must, of course, receive due consideration. The same general principles should apply to assistants with reference to their divisions. I do not think that the principal of any infant school should be considered highly efficient who has not successfully established the Kindergarten system. The precision with which the different gifts are carried on, the nature of the conversations accompanying them, the object and picture lessons, and the knowledge of the pupils in their addition and subtraction tables are matters to be taken into account. The health of the children, too, is important, and it is beyond doubt one of the duties of the inspector to examine, when he visits, if the rooms are at a proper temperature, and the

children clean and comfortable. The conversation of the pupils should be distinct and natural, and with that familiarity which only indicates politeness. Behind this, for all schools there should be the examination sheet. My last statement might be interpreted as a belief on my part in the present Results system. This is not so. Changes in the system are now in the mouth of every National school teacher, and I merely wish to indicate that method, order, and discipline are in themselves deceptive, and that independent of them there must be a test of work. It is difficult to accomplish all the objects aimed at, but relief from individual examination in large centres would enable inspectors to give thought to education, would free them from mere mechanical and clerical details as to the correctness of forms, and allow them some latitude in the discharge of their duties. It would enable them also to weigh generally the worth of a school, whereas by our Code the middling and the excellent teacher must be almost on a par.

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Mr. W.
Peterson,
B.A.,
District
Inspector.

Belfast.

School
examina-
tions.

As the Compulsory Education Act of 1892 has been attended with considerable expense, and doubtful benefit, I have consulted almost all the teachers of Belfast where it is in force in my district. They are not unanimous in their opinions that it has been productive of good, and I do not myself think that the benefit up to the present has been proportionate to the expenditure. I beg to give a few of the statements of the teachers themselves, who best know how the Act has affected them. They are as follows:—

The
Compulsory
Attendance
Act.

St. Joseph's M.—“I took the month of September, 1892, before the introduction of compulsory education, and find the percentage of attendance to those on rolls V¹, and higher, 79·1; ditto for those below V¹, 72·6; and for September, 1899, 65·6 for V¹, and higher; 72·1 for those below V¹.”

St. Joseph's F.—“Taking month of September, for years 1892, 1893, 1899, proportion of attendance to 100 on rolls is as follows:—

September, 1892,	Fifth and Sixth Classes,	79	Fourth Class and under,	783
" 1893,	"	758	"	746
" 1899,	"	713	"	71

M'Clure-street.—“The Compulsory Education Act has had the effect of improving the attendance in the classes up to and including Fourth, but it has had no beneficial effect on the higher classes.”

Northumberland-street F.—“No perceptible improvement in attendance in Second, Third, or Fourth classes, Fifth and Sixth much the same as before the Compulsory Education Act.”

Eliza-street.—“The Compulsory Act all round is doing very little to improve the quality of the attendances. In the classes up to and including Fourth, the attendance may be somewhat improved, but in Fifth and Sixth it is the reverse.”

Ormeau Road.—“Classes 1-4, attendance improved 6 per cent., 5-6 3·1 per cent.”

St. Jude's.—“Up to Fourth class the percentage of attendance to number on rolls has increased about two; Fifth and Sixth by four.”

Montgomery.—“The attendance in classes up to and including the Fourth has not been materially increased, but it has been steadied, i.e., there has been a more regular attendance. The attendance of the girls in the classes from V¹ up has declined.”

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Mr. W.
Pedlow,
R.A.,
District
Inspector.
Belfast.

Lower Falls.—In classes up to and including Fourth, the attendance has been increased by the C.E.A., but a decrease is noticeable in senior classes. The reason of this is, so far as I can make out from the parents, that they believe the minimum insisted on by the Act is the maximum required by their children for all ordinary occupations."

Workman Memorial.—"It prevents pupils from absenting themselves from school for, say, a week or more without a valid reason." "Only one pupil, in my experience, has become a regular attender after his parents were fined." "Parents having been relieved of the responsibility of educating their own children, seem to be satisfied with the minimum which the law requires, and even do their best to elude the officers and infringe the Act. I speak, of course, of certain parents, such as are to be found here." "The middling attenders are somewhat steadier than formerly, the good attenders very much fewer, and, as regards the bad attenders, there is a very slight improvement." These remarks refer to classes up to and including Fourth. The effect of the Act on Fifth and Sixth at this school is reported as follows: "It has simply ruined these classes; about 70 per cent. ask for certificates as soon as they pass in Fourth class."

May-street M.—"The Compulsory Education Act has effected an increased attendance in the junior classes, including Fourth. In regard to Fifth and Sixth classes it has simply destroyed the attendance of those classes."

Brown-street.—Classes up to and including Fourth: "The attendance has not been materially affected by the Education Act, as the parents know exactly how many days they can keep the children at home without breaking the law, and in at least 40 per cent. of the total in this school they act up to it." Fifth and Sixth classes: "In the case of Fifth and Sixth classes here it has had a ruinous effect"—"As soon as they pass in Fourth class, 90 per cent. of the pupils are ready to claim their certificates."

St. Peter's F.—"In classes up to and including Fourth class average about the same as before the Compulsory Education Act was put in force. Fifth class is smaller, and there has been no Sixth class for examination in this school for the past two years." (The average attendance at this school per last return was 306.3.)

May-street F.—"The attendance in the junior classes, including Fourth, has been increased by the Compulsory Education Act. It has destroyed the attendance in Fifth and Sixth classes."

St. Mary's M.—"The attendance of pupils up to and including Fourth class has not been improved." "The attendance of Fifth and Sixth has been lowered."

Blackstaff-road.—"Since the introduction of the Compulsory Education Act the attendance in classes up to and including Fourth has slightly increased in numbers and in regularity, but Fifth and Sixth show very little improvement. I think if properly carried out much better results might be obtained."

Linfield Senior.—"I am of opinion that the Compulsory Education Act as at present administered has very little beneficial effect as to attendance in classes up to the Fourth. As it is generally known by the parents that seventy-five attendances qualify for the half-year, and that they can some weeks keep their children at home at least two days, and every week at least one without running any risk, this in itself constitutes a great deal of irregular

attendance. It often happens, if the School Attendance Officer succeeds in a prosecution the teacher is blamed, and, as a consequence, either endless friction sets in or else the children of this family are sent to another school. I believe if ever the Act is to become really useful the teacher must have nothing to do with giving the list of absentees to the officer; besides, surely the superintendent and committee who are entrusted with the carrying out of the Act should not be satisfied with some of the observations that their own officers make on the list after the child's name who has been absent for some days during the previous week, such as: 'Could not get to see the child,' 'Running in the streets,' 'Mitching.' The Compulsory Education Act, I believe, has almost ruined effective teaching in the Fifth and Sixth classes in schools similarly situated to my own. The parrot cry of the officers when trying to hunt up the bad attenders in classes under the Fifth is continually instilling into the ears of the parents and children the idea: 'Now get passed through the Fourth class and you are all right. No one will lay a finger on you. You will be done of trouble either from teachers or anybody else.' So this has spread to such an extent that it is now considered the proper thing to demand a certificate immediately after the examination in Fourth Class."

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Education.

Mr. W.
Pedlow,
B.A.,
District
Inspector,
Belfast.

It seems to me to be clear that the duty of the teacher is entirely distinct from the duty of the attendance officer, and that the latter should examine the roll books for himself, and obtain therefrom the names of defaulters. He could, when necessary, obtain information from the teacher, but this should not, in the first instance, be sought. One teacher informed me that he and several others have now ceased to furnish lists of absentees to the Corporation officials, whilst on the other hand the teacher of Blackstaff-road evidently thinks that such lists should be furnished by all teachers.

The extracts I have given refer to schools with senior classes. From thirty-nine city schools attended by senior pupils I have obtained statements as to how the Act of 1892 affected the attendance. In twenty-four schools there is an increase in junior classes and in Fourth, and in five schools an increase in Fifth and Sixth. In twenty schools there is a decline in Fifth and Sixth, and in two a decline in junior classes. I also obtained returns from the principals of sixteen large Infant schools. Nine reported a decided improvement in attendance, and two a decline, whilst six reported no change, or decline in attendance of children under six years of age, and an increase in attendance of children over six years of age. In my last report, dated March, 1897, I urged strongly that pupils should not be granted exemption from school until they passed in First stage of Fifth class. The Commissioners have now raised the standard to the requirements for that class. This will enable the officials of the Corporation to enforce the Act with some degree of success.

Dual Attendance.—In my report of 1897 I said: "A dual roll-call and a dual attendance, with a much longer school day, would suit Belfast." Two attendances daily have now been allowed, but the privilege granted has not been fully appreciated. Eighteen city schools in this district have two attendances daily. Two others dropped the dual system, the reason assigned being its unpopularity. Where there are no play-grounds, and only small yards, it is unhealthy for the children to stay in school all day without recreation, or, according to the system now becoming prevalent, to allow about ten

Dual
attendance.

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the State of
National
Education.

Mr. W.
Fellows,
B.A.,
District
Inspector.
Belfast.

minutes for lunch in the school-rooms and yards. Parents object to their children not being allowed home, and many letters have appeared in the Press on the subject, but the most important advantage that parents can insist on has not, so far as I am aware of, been prominently placed before the public, and that is that children can now be allowed home for an hour or longer daily without violating the Board's rules, whereas formerly the rules were violated, children went home at play-time, they did not return punctually, and the teacher's time was wasted after what was called recreation, in checking attendances and marking defaulters absent. It is not right to keep children confined an entire school day breathing a vitiated atmosphere, and here I may remark that although ample means are provided for ventilation, the teachers generally seem to have an objection to admit fresh air into the rooms. They work assiduously in close rooms four or five hours, and with impaired vitality are ready subjects for cold when they emerge into the streets and experience a different temperature.

Teachers'
opinions on
two school-
meetings
daily.

The following observations are from teachers in whose schools there are two attendances daily:—"The attendance on the whole is improved by having two attendances. The children seem to be in better health and work more cheerfully, and parents, children, and teachers like this system." "The children seem much more fit for their afternoon work after an hour of play, and also better in health." "On the whole the attendance is increased by having two attendances daily. The children come earlier in the morning, work more cheerfully, and are not exhausted in the evening. I am of opinion the health of the children is much improved by this system." "I believe the average is slightly improved, and also the general health of the pupils." "The two attendances system does not materially improve the morning attendance, whilst the tendency is to reduce the general average by lowering the afternoon attendance. The parents, in most cases, do not appreciate the dual system, which, in my opinion, is best for both pupils and teachers." "Since January I have had two attendances, and find it works well. The attendance has not been adversely affected, while I consider the work done in the afternoon more effective than during the time of single attendance. In addition the rooms have the benefit of thorough ventilation." "The attendance has not improved since the introduction of the divided day, but there has been a decided improvement upon the children's health." Of all the teachers whom I consulted none report deterioration in health, and only three decline in attendance.

Improve-
ment in
Reading.

Reading.—Within the last few years this subject has been much improved. There is now an attempt made to read naturally, and as we speak. In no subject has progress been so marked. This is due to the changes in programme; and the numerous teaching tests for highly efficient service, for promotion, and for classification, have already exercised a most beneficial influence, and are supplanting bad and thoughtless methods by good systems which occupy the minds of teachers and scholars alike. Some years ago I never heard teachers read. Now they constantly read aloud for the children, and endeavour to make them imitate their modulation. Explanation is intelligent, and the knowledge of the subject matter fair. Not long ago I was frequently obliged to assign in Sixth class more failures in Reading than in Arithmetic. Now I am glad to state that failures in Reading are quite exceptional.

Writing and Composition.—In junior classes the progress is rapid, in senior classes slow. After the pupils pass in Fourth class carelessness begins especially in school and home exercises. The slovenly work at home encourages slovenly work in school, and it is only the energetic teacher who has his eyes constantly employed that can make the exercises approximate in neatness and merit to the headline copies written under supervision. Composition in Fifth and Sixth is much below what it ought to be, and sufficient instruction in Letter-writing is seldom given. Valuable aid to the pupils could easily be given by blackboard illustrations, but I have not yet seen the blackboard used for Composition. In a very short time I expect it will become a more useful piece of school furniture. The usual faults of Letters are the complete absence of punctuation, the too frequent use or wrong use of capitals, orthographical errors, and bad Grammar. The mistakes in Grammar constantly recur. The pupils, naturally, write as they speak, and their incorrect expressions are acquired at home, and difficult to eradicate. A few common mistakes could easily be corrected, such as the use of *the* for *they*, and *vice versa done* for *did*, *seen* for *saw*, *sung* for *sang*, *I* for *me* (as *him* and *I* for *him* and *me*), *was* for *were*. There occur many faulty colloquialisms quite local which teachers should know and, where wrong, correct.

Arithmetic.—In junior classes the Arithmetic generally is good, and tables well known. Mechanical means, such as finger counting and using strokes are now almost banished, but in a few schools, and especially rural ones, running up the lines of tables is still met with. Mental Arithmetic continues a weak subject in senior classes, and is likely to remain so until provision is made by merit grant or individual payment for instruction therein. The percentage of failures in senior classes has much increased latterly owing to the introduction of new cards. I have advocated the yearly change of Arithmetical questions for the different classes. This would encourage the use of good books on Arithmetic in schools, prevent to a great extent the use of cards for teaching purposes, and do away with the anxiety of teachers to know the contents of the Board's test cards. Most time-tables provide one hour daily for Arithmetic, and yet failures in this branch are more numerous than in any other subject except Grammar, to which three half-hours weekly are usually given. I would suggest that the standard in Arithmetic be reduced in Second stage of Fifth and Sixth classes.

Spelling.—So many "Readers" are now in use, of varying difficulty, but most of them containing a much smaller vocabulary than the Board's lesson books, that the passages in Dictation selected from them are of necessity much easier. Failures in Dictation are consequently less. Still I notice no improvement in Orthography. The Letters in Fifth and Sixth classes contain as many mis-spelled words as formerly.

Grammar.—The teacher whose pupils answer well in Grammar has, usually, all other subjects good. He depends more on drawing out the thinking powers of the pupils than on rote work. Too much importance is attached to the mechanical learning of home lessons, the non-preparation of which frequently results in corporal punishment. The failures in Grammar are most numerous in Fourth and First stage of Fifth. Experienced principals usually have charge of Second stage of Fifth and Sixth, and their efforts are more successful than those of juniors. The absence of skill at the teaching tests to

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Peterson,
B.A.,
District
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Belfast.

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Composi-
tion.

Faults in
Composition.

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Arithmetic.

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Mr. W.
Fadlow,
B.A.,
District
Inspector,
Belfast.

Geography

Industrial
work.

which monitors and candidates for promotion are now submitted is more noticeable in this than in any other subject. Etymological errors are more frequent than syntactical.

Geography.—At this subject maps are constantly used, and pointing out places without describing their positions possibly occupies too much time. The best lessons before the maps are those at which the pupils talk most and the teachers little. On the whole the answering in Geography is good.

Needlework.—Sewing in Belfast is not as good as in the rural schools, but fair progress is made. The price of ready-made garments for girls is so little, owing to machine stitching, that industrial work at home in this industrial centre is exceptional. The Needlework now is not better than it was when only half an hour daily had to be spent at it. The pupils pass a considerable portion of the compulsory hour in idleness, and the teachers cannot, and do not give the hour solely to instruction and supervision. With a short school day of four hours, and so many subjects on the compulsory programme, half an hour daily is, I think, sufficient for industrial branches in city schools. It is, at all events, quite sufficient for the thorough preparation of the pupils on the programme, and nothing more is done or can be insisted on.

Agriculture.—This subject is taught to boys in the country schools under male principals. I find the prescribed portions of the text-book pretty well known, but the farmers of county Down, who have excellently cultivated land, gain their practical knowledge on the farms, and the boys usually leave school when they have read only a portion of the book.

Extra
branches.

Extra and Optional Branches.—The extra and optional branches in nearly all schools attended by senior pupils are Music and Drawing. Algebra is pretty extensively taught, also Book-keeping, but many teachers give up Book-keeping when the pupils reach Sixth class; the writing out of journals and ledgers of six sets being considered too laborious. In a few ordinary schools Geometry is taught, but the classes presented for examination in it are never large. The other extra branches are Cookery in three schools, Hygiene in two, Sewing Machine and Dressmaking in two, French in five, Latin in two, and Handicraft in three.

Music

As regards Music there is little voice culture. The children sing harshly, and without expression or sweetness. They shout rather than sing. To encourage better Vocal Music each large school should have a choir selected from the children, and competitions for prizes between the different choirs, if established, would stimulate rivalry. Admission fees to the competitions would repay all expenses. To carry out this suggestion merely requires a good organizer and a little effort on the part of the public interested in promoting good Vocal Music. I often thought it would be advantageous to give a fee for excellent singing, especially in junior classes, independent of any knowledge of the other parts of the Programme. In Fifth and Sixth an elementary knowledge of Music might remain compulsory.

Drawing.

The pupils in this district draw from charts suspended on an easel or blackboard. When a drawing has not to be enlarged or diminished, and the copies are beside the children, it is almost impossible to prevent measuring or other objectionable practices.

Extras
suitable for
district.

The extra branches, in addition to Drawing, most suitable for this district are Geometry and Algebra for boys, and Cookery, Sewing

Machine and Dressmaking, and Hygiene for girls. Two of these subjects might be taught in every large school, but unless the pupils remain longer in attendance a knowledge of them cannot be extensively spread.

Infant Schools.—I have twenty-five Infant schools under my inspection, and twelve Infant departments—attached to senior schools. The work done at these schools is excellent. In all Kindergarten has been established, and with scarcely an exception they have all twelve Picture or Object Lessons prepared for day of examination. The Kindergarten is improving year by year; the teachers themselves are beginning to appreciate it more, and to become more familiar with it. The gifts, however, should be conducted with more conversation. To make the little ones talk naturally with ease, freedom, and correctness is one of the great advantages of the system. The Singing in Infant schools is generally fair, and Drill good. I think it right to state that Tables in these schools are excellent. The teachers, too, seem to understand that a *thorough rote knowledge of Tables* forms the ground-work for expert Arithmetic afterwards.

I have under my supervision 193 monitors and pupil-teachers, of whom eighty-nine were examined at Easter last on C and D papers. Only six failed to pass. A number of the monitors received instruction at evening classes. This extra instruction in evening classes has, no doubt, a tendency to make the monitors depreciate the extra instruction given in the schools. Very few cases of neglect of monitors came under my notice. There is no uniformity in their school training. I have not for years seen teachers give practical hints to monitors when at work in their classes. They are allowed to learn by imitation, or develop their natural gifts.

Model School.—The three departments of this school continue to merit public confidence, and are highly appreciated. The Infant school has been the means of extending a knowledge of Kindergarten amongst the city teachers. The Girls' school sets an example of what can be done by an earnest staff in both household and literary work. The Cookery and Dressmaking classes are well attended, and the Hygiene class, at which, last year, 120 pupils were examined, is gradually instilling into the minds of the children simple principles of health. At the Boys' department last year, in the Sixth class alone 116 were examined, and the examinations in extra branches amounted to 364.

Teachers.—I shall close this report with a few words about the teachers. They are, as a body, most faithful and zealous, most anxious to improve their schools and their classes, and always ready to adopt suggestions. They are Results workers, but I believe the most intelligent amongst them desire changes which might give more scope for the development of the intellectual faculties.

I have the honour to be, Gentlemen,

Your obedient servant,

W. PEDLOW.

The Secretaries.

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Mr. W.
Pedlow,
B.A.,
District
Inspector,
Belfast.

The work in
Infant
schools.

Monitorial
instruction.

Model
school
work.

The
teaching
staff.

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the State of
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District
Inspector.

Belfast.

The
District.

The school-
houses.

Over-
crowding.

General Report on the Newtownards District by Dr. BEATTY, District Inspector.

Belfast, January, 1900.

GENTLEMEN,—I have the honour to submit my general report on the state of National education in District No. 10, for the year ending the 30th September, 1899.

The geographical limits of the district are unaltered since my last report was furnished, in April, 1897. But within these limits two changes of some considerable importance in different ways have taken place. The Inspector's place of residence has been shifted to Belfast from Newtownards, which was a most inconvenient position for the superintendence of what is now mainly a Belfast district.

In the second place, the extension of the municipal boundaries of Belfast has brought nine additional schools (some of them very important) within the area of compulsion.

There has been no addition to the number of schools in the portion of the district lying outside Belfast, although a vested house has taken the place of an old building, and two schools have been to a large extent re-built, and enlarged. To the Belfast schools six were added, one of which, being taken temporarily into connexion, was subsequently struck off. The other five, providing accommodation for over 700 children, are suitable structures; and two of them, the Ravenhill-road Schools, erected at a cost of £2,500, from funds left for such purposes by the late Mr. Hugh Henry Boyd, form a fine block, provided with a commodious play-yard, as well as a play-ground on the roof. This latter arrangement (a novelty so far as this district is concerned) seems to be a convenient one, providing the children with a supply of more bracing air than can be obtained on the street level; it has been since adopted in the enlargement of two other schools. Three of the Belfast schools have been re-built: one of them to a large extent, the two others completely, and on a fresh site. In four other cases large additions have been made, so as to provide for 600 additional children.

This is a cheering record of improvement, and speaks of an accelerating rate of progress, as compared with previous years. No doubt the increase in accommodation has not nearly overtaken the growth in population; and no doubt no other city in the world, of the wealth and enterprise of Belfast, would tolerate such primitive and unsanitary houses as are many of the Belfast schools; but, things being as they are, it is well to know that there has been a step the more, and in the right direction.

Many more steps, however, will be required before a proper position is reached in regard to the character of the school-houses.

There are in the district 158 schools; and there are now fifty-two within the municipal boundaries of Belfast. Of these latter, nineteen are habitually and dangerously over-crowded, with, in some cases, an excess of as much as over 20, even 30 per cent. This is a much more serious matter in a city than in the country, because the air admitted in country schools is pure from the fields, but in the city must be, however plentiful, partly polluted before entering the schoolroom. For this reason, it is worth considering whether the standard of eight square feet, applied generally to the National schools, is sufficient for those in a thickly-populated city; and whether a standard of cubic

space also is not necessary in order to guard against lowness of ceilings, a defect which exists in some of the East Belfast schools. Besides the schools which are habitually overcrowded, there are others over-crowded at certain seasons: for instance, in the month preceding the Results Examination.

Although improvement is taking place, there still remain several schools imperfectly lit and ventilated. These houses having been either originally cottages, now thrown into one for school purposes, or used in the evenings for mission and lecture halls, are not of a suitable construction. In the former case, they are composed of a number of small rooms connected by tortuous stairs, which are inconvenient for changes of classes; in the latter case the house consists of one large room—where a continuous din is unavoidable, one class disturbing another—flanked by a couple of tiny class-rooms, where the children are packed to suffocation.

The latter defect is to a large extent responsible for the extreme backwardness in Reading of our schools. The children cannot use their voices to the full, without the certainty of deafening all other classes. Another bar to an improvement in Reading is furnished by the lowness of the windows in some schools; for unless the light falls from a good height, the children cannot throw back their shoulders so as to give proper play to their articulation.

Another most serious defect arises from the almost indecent, and with little doubt unsanitary, position of the out-offices; as well as their insufficiency in some cases. In very few cases here does the accommodation reach the scale set forth in the English code.

Owing to these circumstances, it may be surmised that their use by the children is not encouraged. Otherwise, a plague would probably be bred; as on the other hand, their restricted use is sowing the seeds of diseases in after life.

The proximity of these places to the school-house is necessitated by what forms an extremely serious defect in the school premises—the want of a play-ground. Fifteen of the East Belfast schools are absolutely unprovided in this respect; and thirteen others have a little yard which is of no practical use. Of course, games and exercises, which are so important for city boys, are out of the question under these circumstances; and here it may be allowable to express surprise that the Town Council of a large and prosperous city like Belfast, which has done a good deal towards providing parks and breathing spaces for the grown inhabitants, should have done so little to maintain the health of the coming generation. The Council does, indeed, insist in the case of new schools on a play-ground one and a-half times the size of the floor space; but this, for games, is quite insufficient.

The want of play-grounds has assumed a new importance since the Board adopted the present regulations as to the continuous supervision of the children during the school attendance, since a large number of the schools still adhere to the system of a single attendance. As there is no play-ground, it is necessary to detain the children in the schoolroom, frequently ill-ventilated and over-crowded, for a school-day of four or five continuous hours. This arrangement can hardly be anything but injurious to the health of both teachers and pupils, and moreover, as far as any estimate can yet be formed, is not in consonance with the wishes of the parents.

On the other hand, the dual attendance inflicts some hardship on the teachers, as parents do not insist, in all cases, on their children

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returning in the afternoon. As teachers are no more pure philanthropists than other people, it may be conjectured that personal convenience is sometimes a determining factor also. A second roll-call involves a good deal of responsible labour; and teachers who live at a distance (and many of them do) are unable to utilise the interval for a meal. It is also urged that neither do the children utilise it for their dinner; that after a run home they re-appear with a piece of bread and crowd round the school-house. This is true in a great many cases; but all the same the children are enjoying the open air, and stretching their limbs.

The heavy mid-day meal has not in this country become traditional, as it has in England and in wealthy countries generally; and, if Belfast schools had all spacious play-grounds, little harm would be done in retaining the single attendance. But, as this is not so, the dual attendance is, with little doubt, the more beneficial for all concerned.

Managers

It may be observed that, in dealing with this question, I have referred to teachers and children; but that I have not discussed the opinions of managers. Yet this is eminently a case where a manager, one might think, being interested alike in the welfare of the teachers and of the children, in the success of the school, and in the views of the parents, would be the one person to decide the arrangement of the school day. I hope and believe that I am not wronging these gentlemen, with whom (except on two trivial occasions) my relations have been most friendly, and to whom I hereby tender my thanks for their courtesy, if I say that they are not, in many cases, intimately acquainted with the bearings of the case. Of course, there are numerous exceptions. There are, for instance, two clergymen in Ballymacarrett whose acquaintance with the minutest details in the history of their numerous and large schools has often made me think how their sacred calling has impoverished the service of education. But many of the managers are closely engaged in business or professional occupations, frequently at a distance from the schools; and, strange to say, do not appear, in all cases, to have any bias towards or natural interest in the matter. This is most regrettable; because in Belfast, as in other large cities, there must be a considerable body of leisured gentlemen and ladies, who would be willing and eager to devote their energies to the promotion of education: thus bringing in the healthy breath of publicity and popular interest, the absence of which is one of the most depressing characteristics in our school history. At present it is to be feared that some managers are guided by considerations of a parochial or congregational character rather than by a desire to obtain for the Board the best possible value for the very large sums which they have the privilege of locally administering.

In one case, a church committee has actually proceeded to levy subscriptions at the point of a threat of dismissal; and, incredible as it may appear, the notice of dismissal was, on refusal, actually delivered to one of the teachers.

Ownership
of school-
houses.

It is hardly possible, in a report on this district, to omit all reference to the ownership of the school-houses. In one case, the principal teacher has confessed to having been for a number of years the owner of the school-house in which he was employed—thus deliberately violating an important rule of the Board. There is a popular impression that some other schools are likewise the property of the

teachers; and certainly such a suspicion is not altogether unjustifiable. If this were the case it is quite plain that the teacher would enjoy an excessive amount of power. If the teacher provides a school-house and appoints a manager over himself, it is plain that he can appoint also the teaching staff, without regard to the interests of the locality; that, so long as he violates no rule of the Board, he can organize the school as he likes; that, with the same reservation, he can tyrannise to any extent over his subordinates; and that he can suit himself in every way, without regard to the interests of pupils or people.

After what has been said above as to the character of many of the houses and premises, it is not to be wondered at if sickness prevails to a large extent, and epidemics spread rapidly. The usual childish ailments, of course, recur; and gastric diseases, moreover, are extremely common. The Ballymacarrett district is low-lying, and not an easy place to drain thoroughly; but the school-houses, no doubt, help the work of disease. I can count up fourteen monitors who have retired through ill-health, and have, I imagine, all since died. Two young mistresses, employed in an over-crowded school, have died within little more than a year.

It will be also understood readily that discipline and training are greatly hampered by the character of the school-houses. The children are kept quiet, undoubtedly, and in this respect all credit is due to the controlling powers of the teachers; and, so long as education was regarded as a mere process of cramming with masses of facts, this would have been quite satisfactory. But in our days, when education is recognised as aiming at the formation of those good habits of mind and body which constitute character, it is different. For instance, to enter into details, it is difficult, we may say impossible, to inculcate order and cleanliness in a school-house unprovided with racks for caps, without clean floors. It is difficult to inculcate that indefinable, charming thing called manners. I remember a child saying in a letter that he thought Grammar was better than Geography, because Geography taught us only to point on the map, but Grammar was to teach us manners. I am afraid there is not much "Grammar" of this kind in Ballymacarrett. In one country school the teacher had taught the Infants, as an exercise, to say in chorus: "Thank you, sir," "Thank you, ma'am," "If you please, sir," "If you please ma'am." Some people would smile at such an exercise, even for Infant children. But it really was a touching and interesting attempt to teach the most useful kind of "Grammar" to the children of North Down. If "manners makyth man," what, indeed, are the children of Ballymacarrett! To me, personally, they are, indeed, delightful; their absolute inattention to all the formalities of life has often struck a spark of humour out of the dreariest day of "Results" drudgery.

Their way of describing their teachers or their clergymen by their surnames, without prefix of Mr., Mrs., or Miss, their way of pushing past teacher or inspector in the doorway with a look of resentment at being thus slightly hampered in their free course, their way when questioned, of hending down their heads and mumbling through their teeth, their disuse of the superfluous Sir or Ma'am—they are all delightfully humorous in children; but, unfortunately, the humour is of a melancholy character, when it is remembered that the children of to-day are the men and women of to-morrow. I was much struck, lately, with a little incident. I was on the top of a tram-car when a bright little girl of twelve or thirteen years of age sat down beside

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me. She evidently knew me, addressed me by my name, and tendered me a collecting card for a subscription to some fund or other. I wrote my initials on the card and gave her a shilling. She took the money, but neither looked at me nor uttered a word. I could not help thinking of the "Merci bien, monsieur" of a French child, or the "Thank you, sir" of an English, and reflecting how much of the happiness of life depends on the training in "manners," and how useful an element in life is what Mr. Howells well called "a habit of self-respectful subordination."

Migratory
habits.

Much injury must result to educational progress, and much impediment to the working of compulsory attendance, from the migratory habits of school children. Some children seem to make a business of passing from school to school—in one recent case, a child had changed her school six times in five months—and the departure of a child just before the Results Examination leads to the loss of Results Fees for an almost entire year's teaching. Such children, on enrolment in another school, must, of course, under the Board's instructions, be struck off, and thus rendered ineligible for earning Results Fees in the school which they have left. Hence there is much heart-burning for unrequited labour. But it is obvious, on reflection, that some general rule is necessary, and must be enforced; and that the regulation in force is the only equitable one.

Time-table.

The checking of the arrangements set forth on the time-tables of the district has involved a large amount of toilsome, though necessary and useful, work during the past year. The greater number of these tables were judiciously framed, and were in accordance with the Board's recent changes of rule. But in some few cases the arrangements were so unsuitable as to lead to doubts whether they could have been taken as the basis of the work; and in one case so extraordinary (although in a well-taught school) that they deserve record. This time-table showed no time for Spelling or Dictation in any class; no time for Grammar or Geography of girls; no time for Reading in any class above Second; no time, after roll-call, for Writing of Fifth or Sixth Classes. The junior boys were assigned, for Reading, an hour and three-quarters, and, for Writing, an hour and a-half, but only part of half an hour for Arithmetic.

Monitors.

The monitors in this district answer well, as a rule, and, the schools being generally very efficiently conducted, have opportunities for very useful training in teaching and school-keeping. The recent raising of the age qualification is a step which should be approved by all friends of education, and, if the class qualification were raised to Sixth, it is hard to believe that any hardship would be inflicted.

Hitherto, owing to the large number of monitors appointed, a proper value was not always set on the position, as the main avenue to teacherships; and, moreover, the number of ex-monitors who failed to obtain places afterwards was large. I have been assured by an informant, who counted the applications, that for two assistantships in a Belfast school there were recently eighty-seven applicants. Figures like these (which would have seemed to me almost incredible) can point only to the conclusion that the qualified candidates are largely in excess of the number of available places.

The rule as to monitors being selected from "the schools in which they are to be employed," sometimes presses hardly on city schools, and leads, frequently, to the recommendation of candidates greatly inferior to aspirants from neighbouring schools. In Infant schools

there is a special difficulty, as they cannot provide monitors themselves, nor are they responsible for the supply of candidates from the senior school. To illustrate this latter point, I may mention that one very satisfactory Infant school has never had a monitress, owing to the want of eligible candidates in the neighbouring senior school. Even in good schools the monitorial supply often falls short. In the poor localities, especially where there are half-time pupils, the children are taken from school before they can qualify for the position; and the cleverest Sixth Class boys—even girls—frequently prefer other employments. Some time ago, on visiting a school for the selection of a monitor, I found that not one of the five boys in Sixth Class would take the place.

The monitors, as I said above, answer well, as a rule; still, the fact that there were seven failures at the last Easter Examinations is not quite satisfactory. Fifth Year monitors are, generally, not much under twenty years of age, and should find no difficulty in passing so moderate a test. In cities and large towns, there would probably be both a saving of labour and a gain in efficiency, if the monitors received their special instruction collectively, at certain schools specially selected as centres. At present a teacher may have under his special instruction five monitors, each in a different year, and learning a different course. Therefore, even with the best intentions, four-fifths must, at any given time, be teaching themselves; and, as intentions are not invariably at their best, there is a natural temptation to go just a little farther, and let the other fifth do the same. By the system of collective teaching, the monitors would be under the most efficient and specially selected instructors of the place; the teaching would be systematized; and the prestige and emoluments of a collective instructor would be a reward for the most distinguished teachers. As a matter of fact, even at present, I believe, many monitors pay out of their slender incomes for special "coaching."

When dealing in my last general report with the question of compulsory attendance and its results, I took the town of Newtownards as a test, in preference to the portion of Belfast with which I am acquainted. I did so, in order to avoid the complication and uncertainty resulting from the rapid and indeterminate increase in the population of Belfast.

In Newtownards the work of compulsion has been carried on in a business-like and systematic manner; and yet the results, it must be confessed, are not quite what might be expected.

The population, I assume for the moment, to be stationary. I should personally conjecture that it is increasing. At any rate, the decrease, if such there be, must be trifling.

I append the figures for the year 1893 (the last previous to the introduction of compulsion), for the year 1894 (the first of compulsion), for the year 1896 (which is mid-way), and for the year ended the 30th of September, 1899—

SCHOOLS IN NEWTOWNARDS.

YEAR.	No. on Rolls.	Average Attendance.	Number Examined.
1893.	1,867	1,277	1,242
1894.	1,829	1,421	1,349
1896.	1,846	1,419	1,433
1899.	1,877	1,382	1,420

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It will be seen that, except in the last column (that of the number examined) the promise held out by the working of the first year of compulsion (1894) has not been fulfilled, and even in the last column there is a falling-off in 1899, as compared with 1896. It must, however, be conceded that all the columns bear witness to a substantial improvement since 1893, the last year of freedom from compulsion; although the successive years do not show a successive improvement. The raising of the standard of exemption from Fourth to Fifth Class will, no doubt, produce important and beneficial results. Some such provision was necessary, if the first stage of Fifth Class were not to be depleted of pupils.

This phrase, it may be well to explain at some slight length, not merely as conveying some information which is intrinsically valuable, but also as illustrating the retrogression or recoil which follows an important educational advance. In my first general report on this district, I drew attention to an instance of this, viz., that children, taking the legal minimum of compulsion for their own maximum, had largely ceased to attend school, except during the years to which compulsion applied. Now, in the case of first stage of Fifth Class, which has hitherto been outside, but only just outside, the area of compulsion, something similar has occurred. What I mean by the threatened depletion of this class will be best explained by the figures. These figures refer to the schools in the Ballymacarrett division of Belfast (with the exception of one, for which the statistics were not available), which were in operation in 1893, and exhibit the increase in each of the senior classes during the five subsequent years.

The increase in the Fourth Class was	51 per cent.
" " " Fifth Class (First Stage), was	6 per cent.
" " " " " (Second Stage), was	23 per cent.
" " " Sixth Class, was	13 per cent.

The insignificant increase of 6 per cent. was really comparatively a decrease; and it is pretty evident that, if the standard of exemption had not been raised, in a few years, no children would have been found in Fifth Class (first stage) except those children who intended to run the entire course up to Sixth Class. The process of depletion, now driven back a stage, will, it is to be presumed, attack Fifth (second stage) with equal vigour. I need not here repeat what I said in my last report as to what seemed to be defects in the working of compulsion; but, that compulsion is not sufficiently stringent is the conclusion almost unavoidable, when in schools are found, as has been my experience, a considerable proportion of the children who have made only 110 or 120 or 130 attendances during the year. There is little doubt that universal compulsion is the one force which will gradually build up what may be called the instinct of attendance, and will make absence from school seem to the children as unnatural as doing without their breakfast. But in the meantime much might be done, if prizes for regular attendance were distributed by local persons. The late Rev. T. S. Woods, of Ballygowan, whose genial presence and encouragement diffused so much sunshine through the schools under his management, accomplished excellent work by this means in raising the attendance. In the Kircubbin district of the Ards peninsula a somewhat similar effect has been produced by what are known as the "Brown's prizes." In one school, where these prizes are distributed, I found that more than half the children had made over 200 attendances during the year. In another locality

Prizes for
attendances.

where prizes were offered, a large number of the children (I have, unfortunately, forgotten the details) had not missed a single attendance during the year.

Given regular attendance of pupils, such teachers as are the majority in this district, could effect wonders; and if some person in each locality would offer a trifling prize to each child who would reach a certain fixed number of attendances, determined in accordance with the circumstances of the place, there would be no fear of premature or unwholesome rivalry among the children, and hardly anything but good could ensue.

The system of granting to teachers promotion to First Division of First Class on the ground of "highly efficient service," and without examination, has had a good effect on the teaching, and has not, I imagine, tended to lower the standard of general literary culture. It is questionable whether the cramming for examinations does not, in the case of persons of advanced years, tend to make study of an improving kind unattractive rather than otherwise; while anything which stimulates to more intelligent methods of teaching must stimulate the mind generally and encourage the habits of study and reflection.

The subjects of the Board's Programme have been well taught; and progress has to be recorded practically all along the line.

Reading is certainly improving. It is more intelligent, clearer, and more expressive. This is partly owing to the requirements as to "Explanation of the words and phrases," and still more to the choice now permitted of various series of Readers. I am told that children now frequently read their books at home for amusement, far in advance of the lessons prescribed for them. This would have been quite incredible in the case of the Board's series of reading books.

Some of the junior reading books now in use may appear to be, and possibly are, slightly too childish for the quick-witted pupils of this country. But the fault is on the right side. Children's books should be childish; and, unless they are, the main end of the reading lesson is not attained—that is, to encourage the love of reading. In any case, most of the series have the great advantage of conversational lessons, lessons of dialogue. Without such lessons, expressiveness of reading cannot be attained; and in this respect the progress recently made in some of the schools has been quite remarkable. Once a child has gained the taste for reading, and got the gist and, so to say, expression of the lesson, individual words do not matter. He can, by what examination slang calls "bottoming," get a far clearer notion of their meaning than by the most elaborate definitions.

Writing is probably hardly so good as it was in old times; but with the adoption of round full head-lines, improvement may be expected. The "Civil Service hand," which, some years ago, was greatly in vogue, is now rarely met with. Why it came into vogue and why it went out of it are equally hard to tell. It was considered rapid, I believe; but that is questionable. At any rate it was unnatural, hard to learn, obtrusively ugly, and usually ended in scribbling. Possibly its contortions may have been discredited by the increased attention now given to Drawing; the full flowing outlines of which are simply Writing on a larger scale.

The issue of a new set of Arithmetic cards has produced a full crop of ciphers in this subject. No better proof need be desired of the mechanical nature of the teaching. But the fault is not altogether the teachers'. A teacher of long experience told

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Grammar.

me that one year he had dispensed with cards (such as are issued by several printers), and had confined himself to *teaching* the subject. The result was a large number of failures. So he had returned to cards, which, of course, are framed as nearly as possible on the same lines as the Board's official cards. It is worth considering whether the Programme is not at present unnecessarily advanced for the pupils. I recently asked a monitor in a very fair school to tell me how much 142 and 59 added together amounted to; he could not tell; nor could several Sixth Class boys add 24 to 53. While this is the case it is hopeless to expect that the teaching of Discount, Stocks and Shares, and Compound Interest, can be of anything but the most mechanical character. It is, moreover, hard to believe that the ordinary National school child would not be better equipped for the battle of life if he knew how much change he ought to get out of a half-crown if he had bought three loaves at threepence halfpenny each, than if he could calculate the present worth of some (to him) fabulous number of pounds.

The educative, apart from the practical, value of many of the advanced rules, must be small; as the formula is only a matter of memory work.

Spelling is improving, and would be probably better if the Dictation exercises were properly corrected. It is strange how rarely a monitor, or even an assistant, can be depended on to overlook no errors in these exercises.

In one school, with a view to encouraging clear articulation, the teacher employs the senior children in turn to read the Dictation, and finds the plan successful.

It is worth considering whether writing from Dictation should not supersede, at least to a large extent, the present oral spelling in the junior classes. Till a word has to be written, its spelling is a matter of indifference. When we forget the spelling of a word, we write it down in various ways to see how it looks. As an introduction to Dictation, the First Class could be taught by means of groups of similar words, written on the blackboard, and copied by the children on their slates; and, even if the progress in this class were slow, the loss would be compensated by early practice in writing from Dictation, and therefore, by more rapid progress afterwards.

In the higher classes, if the children had only acquired the habit of more extensive reading, little formal instruction in the subject would be required.

Grammar is much as before, although the "Instructions to Inspectors" have led to a larger number of passes.

It is hard to see why children in National schools, except, perhaps, the most senior, learn this subject. It is very difficult, and so abstruse, that the knowledge of it must be, as a rule, a matter of memory. It is also very indefinite. For instance, words such as "should strike" are parsed, in three Grammars of the highest repute, in three different ways: as respectively the Past Indefinite, the Future, the Present Subjunctive; while in another set of Grammars, these words are not placed under the Subjunctive Mood at all, but under the Potential.

It is to be supposed that the teaching of Grammar to little children is a heritage from the days when every boy who had any schooling at all learned Latin: which, being both a foreign and a dead language, offered a fair and useful field for classification. Grammar is still a valuable adjunct in learning a foreign language, and had

some *raison d'être*, even in the case of English, so long as our language was treated as having no history, and as being stereotyped, like a dead language. This view is, however, now discarded; and it is recognised that the distinctions of parts of speech are, in English, mainly functional, not inflectional, and that English Grammar is largely another name for the History of the English Language. It is also recognised that a theoretical knowledge of Grammar has little effect on the correctness of speech, which is mainly influenced by one's company and reading; while the mental training supplied by grammatical classifications is not as useful as that supplied by a good lesson in Botany: such, for instance, as that described by Dr. Klemm in *European Schools* (pp. 49, *et seq.*).

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Geography is holding its own, and is probably as good as it will be under the Results system, or with the extraordinary programme in use. The present system of examination necessitates, owing to the mass of questioning to be accomplished in a limited time, that the questions should be brief, and answerable in a few words—what have been described as “razor-edge questions.” Under these circumstances, there is no encouragement to teach descriptive Geography, or to enliven the dry bones.

Geography

Needlework and Singing are taught with great skill. Drawing is not so good as Singing, although, in some schools, admirably taught.

Other
subjects.

Kindergarten is spreading, and the training given is in the highest degree useful. The children who enter their school life in some of the Infant schools of this district are to be envied.

Agriculture does not enter largely into the teaching of the schools, situated as they are mainly in a city or in towns.

A good deal of Book-keeping is taught. The books are often neatly filled; but the knowledge displayed of the principles is not very great, at least in the advanced “sets.” The entries in these sets might puzzle a pretty expert book-keeper, and are so far above the practical experience of the children that the knowledge must be almost entirely rote work. The majority of the Ballymacarrett children will be engaged in hammering rivets in a shipyard; and it is not likely that mentally or otherwise they will receive any benefit from having been primed up to retain in their heads during the day of the Results examination the correct posting of, *e.g.*:

* Remitted Coutts & Co. James Hamilton's draft	
on Jones, Lloyd, & Co.,	£210 0 0
" Discount $\frac{1}{2}$ per cent received,	1 1 0 "

Knowledge, when a little beyond the children's range, is stimulating; but when it is altogether outside their comprehension, it either stupefies or else results in purely rote work.

A fair number of extra branches are taught, but the abolition of the old Results statistics form, which was so convenient a storehouse of information, deprives me of the power of entering into details.

Extras.

As I am about to leave this district, of which I have been in charge for the past seven years, I should wish to take this opportunity of taking my leave of the teachers. No teachers are less amenable to personal whims or more tenacious of the claims of their noble profession; and none are, as a body, more loyal servants of the Board of National Education. The charge of the schools of this district is by no means a sinecure. Yet I should not care, on official foolscap, to give full expression to the feelings of regret with which I leave

Reports on the State of National Education. these exhilarating hives of industry, their skilful and devoted teachers, and my little friends, the scholars of Ballymacarretti and North Down.

Dr. Beatty, District Inspector, Belfast. With a revised system of inspection, with a revised Programme, and, as to Belfast, with a sufficiency of commodious school-houses, they would go far on the path of progress.

I have the honour to be, Gentlemen,

Your obedient servant,

H. M. BEATTY, I.N.S.

The Secretaries,
Education Office.

Dr.
Bateman,
District
Inspector,
Limerick.

General Report on the Limerick District by Dr. BATEMAN, District Inspector.

27th December, 1899.

GENTLEMEN,—In compliance with instructions, I beg to furnish my third report on the state of education in the Limerick district.

The district remains unchanged in area; but the number of schools has increased from 118 to 121.

Number of
schools.

For many years the rooms at Sexton-street Convent School allotted to the junior girls were overcrowded. At length a fine structure, replete with every convenience for an Infants' school, was erected. The ground floor is reserved for the Infants proper; the First and Second Classes are taught in the upper room.

For several winters the nuns in charge of the Pery-square School had to teach in unsuitable rooms; they have now obtained proper accommodation. When the Leamy School became available for the boys taught at St. Vincent de Paul's Vested School, the junior classes from Pery-square were transferred to St. Vincent de Paul's School. The Sisters of Mercy promptly built side by side with St. Vincent de Paul's a building similar in plan and size known as Pery-square, in which the senior classes, formerly taught in the old building of the same name, are now instructed. Hence out of the natural expansion of Sexton-street Convent and Pery-square Convent, two schools have been added to the roll of National schools.

A small mixed school under E.C. management has also been taken into connexion.

School-
houses.

The school-houses present, as to structure, marked contrasts. In one such as St. John's-square the building is palatial, and the 600 present can be easily accommodated. In another, the mud walls are propped; the ceiling needs repair; there is no playground; and though I found twenty-three boys and forty-two girls in attendance, fourteen of whom were in the Sixth Class, and four of whom were over fifteen years of age, so little regard is paid to decency that there are no offices, although the school is on the public road.

In the matter of attendance there are also contrasts. There is the large Convent school, where 559 were examined, worked by fourteen Sisters and six paid monitors, aided by lay assistants paid by the

community. There is the large boys' school, where 392 were presented for Results inspection, and in which the staff consisted of twelve classed teachers. But there is, too, the school where the attendance is so low that the teacher cannot be paid full salary; the school where, if eighteen pupils can be mustered, the local parties are not dissatisfied.

The usual type of school here is a boys' department and a girls' department built side by side, and generally taught each by one classed teacher. In several, however, the average suffices for an assistant.

There are twenty-six schools, in which both sexes attend, and are taught in the same classes. In fifteen of these the principal is a male teacher, and is assisted either by a classed female teacher or a workmistress; ten are conducted by female teachers; in one the sole teacher is a man, and the girls receive no instruction in Needlework. So far as I remember, this is the only school in the Limerick district where girls are not taught sewing.

In some mixed schools the attendance is large. I give below the names and numbers examined in the ten largest:—

Name of School.	Boys.	Girls.	Total.
Sallybank,	64	57	121
Moingehor,	28	36	64
Kilmurry,	41	40	81
Vilhers,	29	34	63
Adare,	30	33	63
Cabernilly,	36	36	72
Cabernilly,	71	45	116
Caherconlish,	52	47	99
Inch St. Laurence,	23	42	65
Rich Hill,	53	38	91
Total,	421	423	844

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—

All the schools except two are really needed; of the two which might, perhaps, be dispensed with, one is in the immediate vicinity of St. Mary's Convent School; the other is near St. John's Convent School. When the present teachers leave, these schools may, without any educational loss, be removed from the list.

The 121 schools are scattered through the counties of Limerick, Clare, and Tipperary; the diameter of the district is about thirty-one miles; the roads are, on the whole, good.

During the winter months the heavy city work is done; this arrangement was well conceived, and it works well.

Eighty-seven of the schools may be considered as well conducted. Of boys' and girls' schools standing side by side, as a rule, the girls' school is the better taught. In some cases the difference is very noticeable.

The best test of the merits of the teachers is the state of the proficiency of their schools. So judged thirty-four of the principal teachers of the 121 employed are highly efficient; and only two are worthless. In addition to the principal teachers of the twelve Convent schools, and the head teachers of the three Model schools, nearly all of whom are highly efficient, there are at least twenty-two of the other 106 principal teachers who are satisfactory. Of these twenty-two teachers, eight are in the first class, and ten hold second class certificates.

Teachers.

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Educational
proficiency
of the
district.

One fact seems certain: that the majority of the teachers are efficient. It also appears that the female principals are, as a rule, the better.

Efficient teachers always rise superior to their surroundings. Bad houses may hamper them; want of space accommodation may impede their efforts and impair their health; they may not be able to get a site for a residence from the parents of the children they educate; yet they work well and patiently, hoping that time will bring better things. The financial position of the teacher is much better than when, more than twenty-one years ago, I first had the honour of dealing with them as an inspector.

I will now view the general proficiency of the district from another standpoint, and quote some statistics, drawn up, for the first three months of the Results year commencing March, 1898, which show the proficiency in the various obligatory branches:—

Subject.	Percentage of passes in March.	Percentage of passes in April.	Percentage of passes in May.
Reading,	90	90.3	92
Writing,	83.3	82.1	89.5
Arithmetic, . . .	83.6	82.4	81.3
Spelling,	80.4	83.1	83.9
Grammar	71.5	72.2	74
Geography, . . .	72.4	72.6	73.4
Needlework, . . .	66.5	66.7	61.2
Percentages for all subjects, .	84.5	84.2	84.1

The percentage of passes computed for all the pupils examined in these three months in all the literary subjects, Agriculture excepted, is, therefore, above 84 per cent.

To sum up, therefore, relative to the educational state of the Limerick district, I may say that eighty-seven of the 121 schools are well conducted; and that the mean standard of efficiency of the schools in all obligatory branches, Agriculture excepted, is 84 per cent.

It may be well to make some remarks on the state of the instruction in the several subjects of the Programme.

Reading.

In Reading, notwithstanding the large number of passes given, I cannot say that I am satisfied with the teaching imparted. Verbal correctness is the best feature; yet I find from my note-book that since I wrote my previous report a large number of words were mispronounced. Incorrect grouping of words is still common, and many failures occur from Third Class upward for this reason. The Reading is painfully monotonous.

Selection of
readers.

As the Reading book is often the only book of secular literature in a rural boy's possession, it behoves the teacher to exercise great care when selecting a set of Readers. I suggest to teachers to occasionally test their pupils in the corresponding books of another set. Doing so would indicate the pupils' progress, relieve the monotony, and show the teacher the comparative merits of the various Readers in the market.

To teach elementary matters in such a way as to develop the children's minds should be the great aim of the primary teacher. Viewed in this light, Writing is a training in accuracy of eye, in steadiness and flexibility of hand, and in obedience and cleanliness.

As an examination of the head-line copies written during the year by the Second, Third, and Fourth Classes puts an inspector in the position of one who has seen how the children have been occupied at 100 or more Writing Lessons, I invariably inspect them.

At my suggestion two or three lessons per week in Letter-writing have been given with very beneficial results.

Arithmetic is a strong subject; much time is given to it, and frequent blackboard instruction is imparted. The advantage which the conductors of large schools possess in being able to allot to each class a teacher whose undivided attention can be given to it is seen, among other ways, in the superiority which such schools evince in Arithmetic over the usual type of school. I give the numbers examined in the four largest schools, and the numbers who passed in Arithmetic:—

No. 1 SCHOOL.

CLASS.	Number examined.	Number that passed in Arithmetic.
I., . . .	85	81
II., . . .	79	77
III., . . .	72	72
IV., . . .	60	53
V., . . .	43	42
VI., . . .	19	18
VI., . . .	20	28
Total, . .	387	371
Percentage of passes, . . .		95.8

No. 2 SCHOOL.

CLASS.	Number examined.	Number that passed in Arithmetic.
I., . . .	27	27
II., . . .	63	63
III., . . .	80	80
IV., . . .	47	47
V., . . .	49	54
VI., . . .	32	31
VI., . . .	40	55
Total, . .	337	359
Percentage of passes, . . .		97.8

No. 3 SCHOOL.

CLASS.	Number examined.	Number that passed in Arithmetic.
I., . . .	76	73
II., . . .	77	77
III., . . .	71	69
IV., . . .	47	42
V., . . .	40	39
VI., . . .	16	16
VI., . . .	20	28
Total, . .	356	341
Percentage of passes, . . .		95.6

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No. 4 SCHOOL.

CLASS.	Number examined.	Number that passed in Arithmetic.
I., . . .	43	43
II., . . .	47	44
III., . . .	59	55
IV., . . .	56	52
V., . . .	47	45
V., . . .	34	31
VI., . . .	44	41
Total, .	310	302

Percentage of passes, . . . 97.3

For the months of March, April, and May, 1898, the percentages in Arithmetic of all the schools examined were, respectively, 85.6, 82.4, and 81.8; these percentages are much lower than those reached in the large schools above mentioned.

As three out of the four schools tabulated are Convent schools, it will be seen that the opinion held by some that Arithmetic is not well taught in such schools is erroneous.

In all the time-tables which I have read through, I have suggested that one weekly lesson on the floor should be given to Mental Arithmetic.

The Ball-frame is becoming increasingly well taught, and is generally selected as one of the exercises for Infants.

Grammar.

It is only in schools of the first rank that Grammar can be said to be well taught; in fact, it may be laid down as an axiom that if Grammar prove satisfactory, other subjects will be excellent.

A child who does not understand what he reads is very liable to fail in Grammar. He may talk glibly about "potential mood" and "pluperfect tense," but he will treat verbs as nouns, all words ending in -ly will be adverbs, and the subject and object in a simple sentence cannot be distinguished by him. Wherever possible, the mind of the examiner and the minds of the children should be brought into touch, therefore, in every subject there should be more or less of oral examination, and particularly so in Grammar.

Needlework

Needlework is taught in seventy-two of the 121 schools. In some schools, where the girls receive careful literary instruction, I find the Needlework indifferently taught? Why is this? Because the teachers are bad needlewomen. When they were trained for the office of teacher, no marks were allotted in Needlework, Knitting, and Cutting-out; or, at least, were not included for classification. So naturally many young women neglected the Industrial side of their education, and now, to their own mortification, and to the loss of their pupils, cannot teach sewing effectively.

I note that the Commissioners consider it desirable that all the girls in the Infant and First Classes should be taught Needlework, and I therefore test the First Class girls and the senior Infant girls in Hemming or Knitting; especially in schools where the bulk of the twenty girls which form the average for a workmistress are composed of juniors.

In the Co. Limerick portion of my late district a committee of ladies, under the presidency of the Hon. Alice Spring Rice, undertake, with the consent of the local managers, to visit the National

school or schools in their neighbourhood, and, in a friendly way, help the teachers by counsel and sympathy. Each member brings her own district and its wants under the notice of the committee.

The committee do not, I believe, think it practicable to start cottage or home industries. Their primary object is to make the girls good housewives; and, therefore, they confine their efforts to sewing, patching, mending, knitting. Latterly Miss Spring Rice had the girls in a number of the rural schools taught Cookery.

Every year the Association offers prizes to be competed for by the girls in the Co. Limerick National schools. At Ahane Female School, the patron's daughter imparts instruction in mending of table linen, and darning in pieces matching the pattern, instead of running and felling the patch. Prizes have been taken by her pupils at several competitions.

Geography is moderately well taught. I am not in favour of the text-books in common use; I prefer Geographical Readers, and wish that some publisher would compile Readers to suit the requirements of each class, and get them put on the Board's list at cheap figures.

I found a tendency in some schools, in the Fourth Class, to concentrate the teaching on the Map of Ireland, neglecting the Map of the World. Prescribing the blank map of Ireland for Senior Fifth is a step in the right direction; I hope a knowledge of several blank maps will soon be required from the Sixth Class.

Under the present Results system the greater part of an inspector's time is occupied with the individual examination of large numbers of children; consequently there is little time for unexpected visits. Further, as the same schools are examined in the same month, it is well known what part of the district the inspector will be in every month, and it is a waste of time, therefore, to visit incidentally in the immediate neighbourhood of the schools examined for Results.

Incidental visits show the schools in their undress state, reveal the efficiency or otherwise of the instruction, the order and discipline, and the sufficiency or otherwise of the sale stock. Many irregularities are noticed at these visits.

Having completed a Results examination by 1 o'clock, I drove to a school lying six miles in an opposite direction, and found the roll-call for the day quite inaccurate.

On a February morning I arrived at 9.13 at a school six miles distant. The mistress and the two monitors should have been in attendance, but were not. At the adjacent boys' school the master ought to have been present at 9.15 to give instruction to monitor; he did not arrive till 9.29. During the same week, at a school six miles from centre, the principal was not present at 9.40, though instruction to the monitor should have commenced at 9.15. Leaving this school, I went on four miles, and at 10.8 found the master of a National school on the way to duty; when his school was reached two boys were sweeping it out, and everything was in disorder.

On a December morning I arrived at two schools, nine miles distant, at 9.37, and found both closed; going on three miles, at 10.10 I found a teacher walking on the public road within ten yards of his school and residence, which lie side by side.

Singing is taught in sixteen schools; in only one school is the instruction ineffective. Hullah's system was taught in eight schools; but lately two of these have adopted Tonic Sol-fa.

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Geography.

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Drawing.

Kindergarten.

Supply of
books and
requisites.

Aim of all
instruction.

Infant
schools.

Moral effect
of well-kept
schools.

Supervision
of children
during
recess con-
duces to
good moral
tone.

City
Convent
Schools.

Physical
develop-
ment.

Drawing is taken up in seventeen schools; the general results are not of a very high order. I have introduced Drawing from charts throughout the district.

Kindergarten is well taught in nine schools.

Of the 121 schools eighty-five are well supplied with requisites; about a dozen teachers are negligent in this respect. There should be at least sale stock to the amount of 1s. per head for every child per year.

The conduct of the children while under examination affords some opportunity of testing their moral training; where the latter is good, the pupils are self-reliant and truthful; where it is ineffective the children whisper, prompt, and endeavour to use hooks surreptitiously. I must say that in the vast majority of cases the conduct of the pupils in the Limerick district, while engaged in their written and oral work and in the hundreds of examinations which I have held reflects credit on all who are responsible for their moral training.

As hearing on this question of moral training, many teachers place on reliable pupils some little responsibility in regard to the well-being of the schools. I encourage this, for I believe that the children are in this way taught the importance of doing their part well, and the evil results that may follow from inattention to apparently trifling matters. The consciousness of being trusted also leads the children to have confidence in their own powers, and such faith in themselves, as long as it does not degenerate into vanity, is useful, and will eventually stand them in good stead.

Infant schools ought to be encouraged; for a most difficult problem, in ordinary schools, is to find profitable occupation for the little ones. While the teachers are engaged with the other classes the Infants become accustomed to idle habits. For an Infant school to be a complete success, and to do all that it should accomplish, it is absolutely necessary that the Staff be qualified to give instruction in Kindergarten, Singing, and Drill; and in future it would be well to make these qualifications indispensable. As a bright, clean, well-kept school is an important factor in a child's moral education, the practice of allowing disfigured tablets and maps to remain on the school walls is wrong.

I attach great importance to the rule of the Board that there should be supervision of the children during play-hour. If the pupils learn evil habits or bad language at school it is during the recess. Supervision detects the few who are disposed to corrupt their fellow-pupils, and prevents rough games, wanton injury to children's clothing, or to the school flowers, walls, or windows.

Relative to the development of the child physically, I know of no schools where this is better done than in the Limerick City Infant schools. Unfortunately, the same cannot be said of the senior schools; in them, little attempt is made to give a physical training: even in the girls' schools, calisthenic exercises are not often taught; they should be made compulsory in all schools conducted by trained teachers.

Fully one-third of the work of the Limerick district is done in the large city schools, which, I am glad to report, are in a high state of efficiency.

The Sisters of Mercy have, as the heads of the working staff of their seven schools, sisters who are responsible for the general organization, proficiency, and discipline. The idea is excellent. These ladies are the organizers and inspectors of the community;

they attend early to note the times of arrival of the large staff of lay assistants and paid monitors; they pass through their hands from time to time the various classes, and so know their weak points and the competency or otherwise of their teachers. It is a great help to the Board's inspector to confer with these ladies.

The Superioress and Assistant Superioress of the Presentation Order, who conduct two large schools, perform the same functions for their Order.

With such a system, progress is the motto, and so, year by year, improvements are suggested and carried out to the great benefit of the large numbers in attendance.

In the Leamy Boys' School the daily attendance exceeds 400; it is well managed by a local board, who have made several improvements, among which may be mentioned the heating of the large school-rooms by hot water pipes, and the enlargement of the playground. A school library has been established, partly from a grant by the local board, and partly by the exertions of the head master.

A Woodwork Class, lasting for two hours every Saturday morning, was started a year and a-half ago; the Leamy Board supplied benches, tools, &c., and pay a qualified teacher; the head master makes the necessary drawings.

This summer the same Board gave a grant towards the head master's expenses for a course of training in Woodwork, Card-board, and Paperwork, at Ambleside.

The Woodwork Class can hardly be described as a success. Being voluntary, it is difficult to get the boys to come in on Saturdays; and even those enrolled do not attend regularly.

The Leamy Board also made a grant towards a supply of chemical apparatus for the school. Every Saturday there is a class in Chemistry, conducted by the Abbe L'Heretier, of Mungret College. The attendance is chiefly made up of the teaching staff, a few advanced Sixth Class boys, and four or five extern teachers.

The Limerick Model Schools are well equipped, and efficiently conducted.

The Villiers Schools, looked after by the Governors of the Villiers endowment, and St. Michael's School, by Archdeacon Hamilton, are well cared for.

St. John's Boys' School-house, which, by the energy of the Rev. T. Lee, was changed from a dilapidated to a well-built structure, and where there are ninety children in attendance, must probably be soon enlarged. The manager is unwearying in his exertions to improve both this school and the large Convent school at St. John's, where his efforts are ably seconded by the staff of nuns and lay assistants.

In other parts of the district progress can also be reported. At Murroe the old rooms used as a residence by the female teacher have been changed into a class-room and cooking-room. Suitable desks have been procured with a view to the introduction of Kindergarten.

The Earl of Dunraven, patron of Adare School, gave to it a supply of new desks.

Some necessary works in other schools are not yet begun, owing either to the ill-health or supineness of the managers. Three of the worst cases are in one parish; grants have been threatened to be withdrawn if proper houses are not provided within a reasonable time.

Through the energy of Miss Spring Rice and the co-operation of the Commissioners, Cooking classes were conducted by Miss Andrews at Adare Mixed and Drehidarsna Schools.

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the State of
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Dr.
Batemann,
District
Inspector,
Limerick.

Leamy
School.

Other City
schools.

District
generally

Cookery
and
Laundry
classes.

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the State of
National
Education.

Dr.
Batesman,
District
Inspector.
Limerick.
Monitors.

Large and successfully conducted classes in Cookery and Laundry work were held in the various Convent schools by Miss Ferguson. These classes have been ardently followed up and extended at Sexton-street Convent National School, where a special room for instruction in these branches has been fitted up at a cost of £230.

As the teaching staff is largely recruited from the monitors I have always felt it to be an important part of my duty to endeavour to have, in my district, a good staff of monitors. When I took charge of the Limerick district, in 1892, I set it before me to effect this, and considerable success attended my efforts. In this connection, I attach great importance to early morning visits; and was often present at 9 a.m., to check the extra instruction of monitors in the city schools.

I also found it advantageous to hold the examination of the first, second, and fourth year monitors towards the end of the monitorial year. Examining early in the year in special subjects is a mistake, for, as the monitors cannot be expected to make up a year's work in seven, or eight, or nine months, they must be let off easily. If examined early they take things easily the remainder of the year; but if they know a searching examination in the full Programme awaits them towards the end of their year, they are kept on the alert, and cannot idle.

In July, 1892, of forty-two monitors and pupil-teachers fourteen failed; in April, 1898, of forty monitors and pupil-teachers, only two failed. This represents substantial progress.

I would respectfully suggest that monitors be allowed to teach for only two hours daily. Under existing regulations monitresses spend daily three hours imparting secular knowledge; they give Religious Instruction for half-an-hour, and half-an-hour is devoted to play; thus, at most, an hour and a-half is left for their own instruction.

May I recommend that pupil-teachers be not allowed to teach for the whole of the school day; three hours would be ample to require from them.

Pupil
teachers.

Effects of
total or
partial
abolition of
school fees.

The partial or total abolition of school fees does not appear to have produced an improvement in the average attendance of the schools; neither has it led to the establishment of many School Savings Banks. The two Savings Banks at the Ahane Schools still exist; that in the girls' school is flourishing; but the boys, who never took heartily to the idea, have gradually dropped off; there are now only five male depositors.

Reduction
of average
for
assistants.

The important concession of lowering the average for an assistant will not, I think, affect many schools in the Limerick District. Allowing a second assistant for an average attendance of ninety-five will benefit Murroe M. and Newport M.; it will enable them to have a third classed teacher.

As a great deal of public money is disbursed according to the average attendance, it behoves the teachers to be scrupulously careful in the marking of the rolls. During the year 1898 I found six cases of inaccuracies in the roll-call for the day.

In concluding this report, I have only to add that it was my sincere desire to improve the Limerick District; and I have to express my indebtedness to many earnest managers and teachers for their willing co-operation.

Enniskillen
District.

Prevalent
type of
school.

Since 1st February, 1899, I have had charge of the Enniskillen District.

The type of school most prevalent here is a mixed school (boys and girls), with a male principal teacher.

As many of these schools are small, there is neither a female assistant nor a workmistress, and, as a consequence, more than 500 girls are not taught Needlework. The pressing need here, therefore, is the lowering of the average attendance for a workmistress. If, for an average of twelve girls, the present grant of £12 per annum, or even £8 per annum, were given, it would be a boon. Some plan ought to be devised which would prevent the girls growing up in ignorance of what is essentially necessary for women of the poorer class.

Reports on
the State of
National
Education.

Dr.
Bateman,
District
Inspector.

Keshikillen

Pressing
need of
district

I am, Gentlemen,

Your obedient servant,

G. BATEMAN.

The Secretaries.

General Report on the Ballina District by Mr. J. SEMPLE, B.A.,
District Inspector.

Mr.
J. Semple,
B.A.,
District
Inspector.

Ballina.

Ballina, December, 1899.

The
district.

GENTLEMEN,—I beg to submit for the information of the Commissioners my general report on the state of National Education in the Ballina district for the year ended 30th September, 1899.

During the seven years that I have had charge of the district no change has taken place in its boundaries. It includes the north-western parts of Sligo and Mayo, with a coast line extending from Anghris Head to Blacksod Point. Its area is extensive, the distance between these two limits being about eighty miles. A great deal of the surface is mountain, waste, and water. The people are engaged mainly in agriculture, the richest and the poorest land being devoted to grazing, and tillage being practised on land of medium quality. The population, as a rule, is thin, but it is congested in some localities along the coast, where the inhabitants, in addition to tilling their patches of land, eke out a scanty subsistence by fishing. The average distance of the schools from centre is sixteen miles, and over twenty schools are more than one day's journey distant. All travelling must be performed by car or boat.

In 1898 the attendance at the schools was injuriously affected by a famine, which required for its relief the aid, not only of private charity, but of the Government. The usual causes assigned for irregular attendance are epidemics (from which the district is scarcely ever entirely free), employment at farm work, want of clothes, severity of weather, and indifference on the part of parents. In no part of the district are the compulsory clauses of the Act of 1892 enforced; nor, so far as I have been able to ascertain, are they likely to be enforced. Public opinion does not yet appear to demand compulsory education, and the Act affords so many loopholes of escape that it would require a much more rigorous administration of it than would probably be instituted where its necessity is not felt to effect an appreciable increase in the attendance. In nearly all schools the number who qualify for examination is considerably in excess of

Attendance

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the State of
National
Education.

—
Mr.
J. Semple,
B.A.,
District
Inspector.
Ballina.
—

of the average attendance, and, in some, does not fall far short of the number on rolls. The difference consists, to a considerable extent, of infants, who are sometimes two or three years on rolls before qualifying for examination. While, however, most pupils attend for 100 days during the year, there is a large proportion whose attendances over that number are very few. I have been assured by more than one teacher that, as soon as the children know that they have "made their days," they practically cease to attend till the examination is held. In some schools, again, the attendance drops after the examination to one-half or one-third of the usual number. All this, of course, comes from the fact that, with a large number of teachers the examination dominates the situation. The children are urged to come to school, not for education, but to qualify for examination, and they naturally think that, when this object has been attained, further attendance is idle. There is also reason to believe that some teachers do very little work in the early part of the year, reserving all their energies for a violent spurt towards its close, in which the pupils are harassed and detained long after the usual hours, so that, after the examination, they are only too glad to stay away for a time from a school in which their lives have been a burden for months. On examination day no excuse is more frequently made for a backward pupil than his absence from school for three weeks or a month previous to the examination.

Buildings.

Nearly all the vested schools, which comprise eighty-six of the total number of 145 schools, are good and suitable buildings, well furnished, and adequately supplied with apparatus. This description also applies to a considerable number of the non-vested schools, but some of the latter class are old and unsuitable houses, badly lighted and ventilated, and inadequately furnished and equipped. It is gratifying, however, to state that the work of superseding these buildings by new vested schools is being vigorously carried on. During the last seven years thirty-four of the latter class have been brought into operation, and seven more are in course of erection, at least three of which are practically complete. Grants have also been applied for in case of two other unsuitable buildings, but these still remain about a dozen schools, most of them with thatched roofs, and some with clay floors, which are in every way unsuitable for their purpose, and in case of which no steps have yet been taken to have suitable buildings erected. In one or two other cases the buildings, though tolerable, are overcrowded. Notwithstanding the extensive area of the district, and the barren character of a great part of it, there are few localities where the pupils have to walk excessive distances to school. I know of only one locality unsupplied with school accommodation where there is any probability of the requisite average for a new school being maintained, and a grant towards building a vested school would have been applied for in this case had there not been difficulties with regard to the acquisition of a site.

Repairs,
cleanliness,
&c.

The keeping of the buildings in a good state of repair is a matter of serious difficulty. Now that the teachers derive practically the whole of their incomes from the State, there is a tendency on the part of the people to look on the whole business of education as a matter for the Government, and they are, consequently, becoming every year less disposed to make contributions for any educational purpose whatever. The result is that good buildings are often allowed to go rapidly to decay for want of repairs, the cost of which, had they been effected in time, would have been very small. Not unfrequently

the cost of repairs falls upon the teacher, who becomes hopeless of having them effected by anybody else. Ventilation, where it can be effected, is fairly well attended to, and in nearly all cases the buildings are well warmed. Very often, however, the fire is not lighted in proper time, so that the school presents a cold and cheerless aspect on the arrival of the pupils, a circumstance which does not conduce to punctuality of attendance. Sanitation would admit of improvement in a large number of cases, and there are still a number of schools without offices. I find at my incidental visits that the school-rooms, as a rule, are fairly satisfactory in regard to cleanliness. While, however, the school-room floor is regularly swept—and matters are improving in this respect—it is scrubbed only at long intervals, and in some cases not at all. Sometimes the room presents an untidy appearance owing to books, slates, &c., being left carelessly about.

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the State of
National
Education.

By
J. Scobie,
B.A.,
District
Inspector.
Ballina.

It has often been a matter of surprise to me that teachers could look every day on grounds overgrown with grass and weeds, or littered with stones, papers, and rubbish of all kinds, without evincing the least concern. In more than one case I have even seen the ashes of the turf fire placed conspicuously in a heap in the grounds in front of the school. There has, however, been some improvement in this respect, and in a few cases the grounds are ornamented with flowers, and kept with perfect neatness. In some schools window-gardening is very successfully practised.

Grounds.

The pupils are naturally intelligent and docile, so that the teachers experience no difficulty in keeping them under control. Their behaviour when under examination is, in most cases, irreproachable. I have, however, sometimes to complain of indistinctness of speech, and a general awkwardness of behaviour. The observance of order is, in a large number of cases, defective. Draft circles are very often not marked, and even where they are, the pupils are not made to stand at them. It is quite common to see pupils leave their places in desks or class to hunt for their belongings, which have been deposited in odd corners, and when a class is brought out of the desks for oral examination, and requested to bring their Reading Books, there is often a general search for books, which occupies one or two minutes, before the class can be formed. It is in the smaller number of schools that the change of lessons is carried out with perfect order and despatch, and in some no definite system of class change has been devised. There is, however, a considerable and increasing number of schools in which the observance of order and the demeanour of the pupils are all that can be reasonably expected.

Discipline.

The teachers of the district are a highly respectable body of men and women. Their classification is, I believe, above the average. A considerable proportion of the teachers appointed for the first time in recent years have undergone two years' training and rank in Second Class, while the number of teachers actually in the service who enter for one year's training is on the increase. Attendance at a Training College almost invariably secures promotion, but an intimate acquaintance with my district leads me reluctantly to the conclusion that it very often fails to impart skill in school organization. Nothing could be more conclusive on this point than the utter inability of a large number of teachers—trained and untrained alike—to draw up a Time-table which should provide for adequate instruction in the ordinary school subjects within the hours constituting an attendance, as required by the regulation of the Commissioners issued more than a year ago. This task devolved, in most cases, on myself,

Teachers.

Reports on
the State of
National
Education.

Mr.
J. Semple,
B. A.,
District
Inspector.

Ballina.

Efficiency
of schools.

Monitors.

Accounts.

Reading.

and constituted no small addition to the year's work. It is no uncommon thing to find teachers whose training has rendered them perfectly competent to teach a class, but who are unable to organise their schools so that every pupil shall be profitably employed throughout the entire school day. A considerable improvement in this direction might be effected if leisurely inspection was the rule instead of the exception. At the present visits of inspection, generally hurried, and often on special business, little more can be done than to check the accounts, and call attention to glaring defects.

With regard to the standard of proficiency attained in the schools, about one-fourth might be described as highly efficient or good, one-half as middling, and one-fourth as unsatisfactory.

The eagerness with which appointment as monitor is sought shows the estimation in which the position of teacher is held. Pressure from every quarter is brought to bear on the inspector with the view of having appointments made in nearly all cases where the average attendance admits of them. Since the number of monitors assigned to each district is now limited, it is a matter of serious difficulty to confine the appointments to the best schools. The courses of instruction prescribed for monitors are well within the capacity of a boy or girl of average intelligence, and yet the number classed at the end of their period of service is little more than half the number appointed. I believe, notwithstanding, that the time has come when a higher standard of education could be reasonably looked for from those who desire to enter the teaching profession, and that a more extended course of study should be prescribed for monitors, and increased gratuities awarded to teachers for their successful instruction.

In nearly all cases the accounts are faithfully kept. The few cases of falsification detected consisted for the most part in marking pupils absent who were present, in order to bring the day's attendance under one-third of the average for the month, with the view of excluding it from the quarterly or yearly average. I have also, on a few occasions, found that the rule with regard to the use of the Leave of Absence Book was not strictly observed. But when it is borne in mind how strong is the temptation, in the form of increased payments, to falsify the accounts, the teachers deserve great credit for the general integrity displayed in this respect. I wish I could speak as highly of the manner in which the accounts are kept. They are frequently in arrear, and omissions are of common occurrence. The want of care also displayed in the preparation of the Results' Documents is marked. The utmost vigilance on the examination day fails to detect all the errors in these, with the result that they are in numerous cases returned to the inspector for correction, which nearly always necessitates correspondence with the teacher.

In recent years a much greater degree of attention has been given to Reading, and a distinct improvement is perceptible. The general proficiency, however, still leaves much to be desired. At my incidental visits I do not often find that the teacher reads for the imitation of his pupils, the instruction being largely confined to the correction of mis-called words, and to the pronunciation of words which the pupil fails to recognise. As a rule, no opportunity is given the pupil of making out the word by spelling it; the moment he hesitates the teacher pronounces the word, then the pupil pronounces it after him and proceeds. At the examination I often find that the pupils fail to grasp my meaning when I request them to spell words

which they do not recognise. With plenty of practice even this unskillful method will render the pupil proficient enough to merit a pass, which is the chief aim. When the class is small the teacher often allows the pupils, when reading, to stand quite close to him, which causes many to read in a mumbling fashion. During my entire time here I have been combating the practice of pointing to the words with the finger, but it still holds a considerable extent of ground. Intelligent reading pre-supposes intelligent pupils, and, unfortunately, the character of the instruction in many schools is not such as to render the pupils intelligent. Their natural intelligence is deadened by their being taught in all subjects to use terms which they do not understand. Since Explanation of the Reading lessons has been insisted on, it receives marked attention, and in some schools is fairly carried out. I find that Explanation is too much confined to single words, which the pupil may understand without comprehending the meaning of phrases or the general drift of the passage. There is no improvement to record in the repetition of poetry. The prescribed quantity is learnt with more or less accuracy, but is seldom understood. Indeed, I have concluded from the frequent mispronunciations in the repetition that some teachers take no trouble in the matter beyond telling their pupils to learn the poetical pieces by heart.

Infants' exercises have been introduced into nearly all schools. The use of the Ball-frame and Elementary Drawing are most in favour, and are fairly taught. In some schools I have found really good Drawing. Conversational Object Lessons are seldom taken up, for the simple reason that few teachers know how to conduct them. The introduction of exercises has done much to relieve the monotony of the infants' school day. Advantage is seldom taken of the rule which allows the infants in ordinary schools to be dismissed after an attendance of three hours. In some cases they are detained for religious instruction, in others, it is considered unsafe to permit them to go home alone.

Writing is improving, and in a considerable number of schools a good imitation of the head-line in the copy-books is secured. In many schools, however, there is a lack of supervision and a tolerance of awkward habits. No trouble is taken to show the pupil how to sit and to hold the pen properly. In such schools the pupils never learn to write a good hand. Even where Writing is good, figures are sometimes badly formed, the Programme in Writing being evidently interpreted to exclude figures. This minimizing of the Programme appears again and again. There are numbers of clever pupils for whom the Results Programme is quite too easy, but whose education is, nevertheless, rigidly confined to the narrowest interpretation of it. The written exercises consist, in a large number of cases, of transcription from the text-books in Reading, Grammar, &c., with a few questions in Arithmetic, and passages of Dictation thrown in. Even the Letters are, sometimes copies. The same mistakes occur over and over again, showing the almost entire absence of revision. This is greatly to be regretted, as the educational value of properly selected and properly revised written exercises is very high. There is an improvement in Letter-writing, largely due to the fact that its great importance is beginning to be more fully understood. There is no more certain evidence of good general teaching than ability on the part of the pupils to write a good letter.

The proficiency in Arithmetic may be considered fairly satisfactory. It seems to be the most popular of the school subjects with both

Reports on
the State of
National
Education.

Mr.
J. Scapple,
B.A.,
District
Inspector,
Ballina.

Infant
exercises.

Writing.

Arithmetic.

Reports on
the State of
National
Education.

Mr.
J. Semple,
B.A.,
District
Inspector.

Ballinacorney.

teachers and pupils. I have never found a school in which the time allotted to Arithmetic was insufficient, however short the time devoted to some of the other subjects. The use of the blackboard in teaching the subject is extending, and text-books are coming into more general use. There are still, however, plenty of schools in which practising the pupils in working exercises on test cards constitutes the bulk of the teaching in Arithmetic. The limited character of the programmes of the junior classes precludes any large number of failures. Whatever the reason may be, there is not the least doubt that the number of passes in the senior classes has been considerably diminished since the issue of the new set of test cards, some months ago. Tables are generally well known, but no attempt is made to illustrate the table by reference to an actual weight or measure. Mental Arithmetic shows no improvement. It does not enter into the pass mark, and, consequently, receives little attention. If Arithmetic was properly taught, no formal teaching of Mental Arithmetic would be required. A good teacher, in explaining a rule in Arithmetic, will first give exercises that can be worked by the rule mentally, and then show his pupils that slate or paper work becomes necessary only when the question is too difficult for mental calculation. In short, the children should be taught to forecast their answers, a process which would afford plenty of mental exercise. But as the teacher's illustrations of the rule very often consist of long and intricate exercises only, the pupils learn to work exercises of this kind on paper, without having the least notion that simple exercises under the rule can be worked mentally. Nothing is commoner than to find pupils able to work correctly on paper difficult questions in Interest, but unable to calculate mentally the interest of £150 for a year at 3 per cent.

Spelling.

First and Second Classes get plenty of practice in Oral Spelling, and are generally well prepared. Failures in Dictation occur most frequently in Third and Fourth Classes, but the general proficiency in this subject may be considered satisfactory. Mistakes in Spelling occur frequently in the letters written by the Fifth and Sixth Classes in the case of such ordinary terms as the names of the days of the week and the months of the year. Some are unable to spell the name of the nearest town, or, what is more surprising still, the name of their own school.

Grammar.

Grammar is generally fair in Third Class, but in Fourth and higher classes the failures are numerous. Grammar is a subject which very few teachers can teach skilfully. To judge from the speech of the teaching staff, and the manner in which the Grammar lessons are given, the knowledge of the subject possessed by teachers generally is meagre. An acquaintance with the excellent text-books now coming into use may effect some improvement in this respect, but it is only a knowledge of other languages that will make one thoroughly acquainted with the structure of one's own.

Geography.

Geography is fair generally. In Fifth (Second Stage) and Sixth Classes there is a tendency to neglect the teaching of maps. A good deal of the map teaching appears to be done by unpaid monitors, and, as a natural consequence, such blunders as pointing names for places, and rivers from mouth to source, are still frequently committed. Latitude and longitude, and the elements of Mathematical and Physical Geography, are not well understood. It is desirable that the senior pupils should be taught the method of finding the distance between any two places on the map.

Agriculture is a very popular subject, and in the mixed schools, which constitute the great majority, is almost invariably taught to both boys and girls. There is practical teaching in the case of six schools, five of which have farms, and one a garden. Although the text-book appears to be quite too elaborate for elementary schools, the proficiency generally is fair, and is improving. Very primitive methods of farming still prevail in part of the district, and where better methods are practised, they are generally characterized by slovenliness.

Needlework continues to improve, and in a large number of schools the proficiency is decidedly good. Knitting and Cutting-out are also satisfactorily taught, but Darning does not receive due attention. The Industrial Programme for Sixth Class girls has almost disappeared from the district.

Book-keeping is fairly taught, but the number of schools in which it is taken up is not large. Some teachers drop it after the Fifth Class. It would be well to confine this subject to Sixth Class. The six sets could be easily taken at the two examinations of that class.

Since the date of my last report there has been manifested in some quarters a strong desire to extend the knowledge and use of the Irish language, which is fast dying out. However interesting the language may be from an academic point of view, I fail to see how its general use by a people who migrate and emigrate in such numbers as the people of Connaught could be of advantage.

The teaching of Drawing is slowly extending, and in a few schools good results are attained. Vocal Music is confined to the Convent schools, and one or two others. The teachers of some other schools have certificates, but do not seem to think the fee sufficient payment for the labour of teaching the subject. A number of other extra branches are taught in the district, generally with fair success. Teachers appointed for the first time after a two years' course of training are inclined to give undue prominence to extra subjects in their Time-tables. It is not in the most efficient schools that the desire for teaching extras is strongest, and it sometimes becomes necessary to point out to teachers that they would do well to limit their instruction to the ordinary subjects.

As I am under orders to take charge of another district, I take this opportunity of recording my sense of the invariable courtesy and consideration extended to me by the managers during the seven years the district has been in my charge. They take a warm interest in their schools, and are unsparing in their efforts to promote education. I also deem it right to say that the teaching staff includes men and women who, by their educational attainments, strong sense of duty, and high personal character, do honour to their profession.

I am, Gentlemen,

Your obedient servant,

JOHN SEMPLE.

The Secretaries,
Education Office.

Reports on
the State of
National
Education.

Mr.
J. Semple,
B.A.,
District
Inspector.
Ballina.

Agriculture

Needle-
work.

Book-
keeping.

Irish

Drawing,
Music, &c.

Managers.

Reports of
the State of
National
Education.

Mr. D.
Lehane,
B.A.,
District
Inspector,
Boyle.

General Report on the Boyle District by Mr. D. LEHANE, B.A.,
District Inspector.

Boyle, 5th January, 1900.

GENTLEMEN,—In compliance with your instructions I beg to forward the following general report on the state of National education in this district.

The extent and general condition of the district are the same as when I furnished my last general report on it in 1897.

Schools.

There are 128 schools in operation, of which one is a Convent school, one is a Poor Law Union school, and the remaining 126 are ordinary National schools.

School-
houses.

Five new school-houses, vested in trustees, have been built since 1897. These supersede four old and extremely bad houses. Six other new vested school-houses, which will replace five other defective houses, are now nearly completed, and building grants have been made in the case of five other schools. The construction of these will be commenced in Spring.

Notwithstanding this progress in building, there are still, however, many bad or indifferent school-houses in the district. Of the 126 ordinary school buildings twenty are bad unsuitable structures, and the condition of at least twenty others is far behind the standard of modern requirements.

The obstacles in the way of providing new buildings are:—

(1.) The difficulty of obtaining suitable sites, and though, in most cases, the difficulty consists in getting the landlord's consent, yet in some cases much trouble is experienced in arranging matters with the occupying tenant. In one large estate, owing to some legal difficulty or technicality, no acceptable lease for school buildings can, I have been informed, at present be given: nor could one be given during the past six years. Within the limits of this estate are now included some of the worst school-houses in the district.

(2.) Much difficulty is also experienced in raising the local aid necessary to supplement the two-thirds of the cost of building which the Commissioners grant. Those who undertake school-building now find that the proportion which the present two-thirds grant bears to the actual cost of building is much less than the proportion which the two-thirds grant bore to the cost of building some years ago.

(3.) There is occasionally difficulty and delay in obtaining the two-thirds grant from the Board; and,

(4.) Some managers, through want, perhaps, of sufficient energy, are slow to undertake the correspondence, negotiations, trouble and expense incidental to procuring a building site, and arranging for satisfactory completion of the building.

Though urgent necessity for the erection of some new houses exists, yet in some localities schools are too numerous, and too near each other. When several of these old buildings were first erected they were most probably needed, but now, owing to the decrease of population—a decrease that, unfortunately, still continues—the attendance in some schools has so fallen away that it is insufficient to

entitle the teacher to payment of full class salary. Sixty-two of the schools of the district have an average attendance of less than forty, and fourteen of these sixty-two schools have an average attendance of less than thirty. Unless on denominational grounds, or for some other good reason, I am of opinion that no modified grant should be continued to a school with an average attendance of less than thirty, so long as there is another suitably built National school with sufficient accommodation within reasonable distance. Teachers in these very small schools work under unfavourable, depressing, worrying conditions, and the temptation to falsify their school accounts is often great.

One hundred and sixty classed teachers are employed in the district in addition to seventeen workmistresses.

The following table shows the number of teachers in each class:— Teachers.

CLASS.	MALES.		FEMALES.		Total.
	Principals.	Assistants.	Principals.	Assistants.	
I.	7	—	11	—	19
II.	18	1	11	—	29
III.	32	3	31	11	77
IV.	13	6	5	11	35
Totals, . . .	70	10	58	22	160

From this table it will be seen that the classification is comparatively high. The proficiency of a school does not, however, always correspond with the classification of the teacher. It oftentimes happens that a school in charge of a Third Class teacher is well conducted, while one in charge of a First Class teacher is badly conducted. Instances of the kind occur here.

In connection with the question of proficiency, the rule regarding highly efficient service has had a good effect, and it is desirable, and it should be possible to extend its scope. I do not mean to state that good effects resulting from the operation of the highly efficient service scheme are discernible in the case of all teachers to whom it applies, but its good effects are noticeable in several instances, especially in the case of those teachers who consider they have a prospect of promotion.

If the operation of the scheme were made general the result would, I believe, be found satisfactory. Its operation could be extended by putting every teacher, when first appointed, and irrespective of classification or training, on Third Class salary. If a teacher happened to rank in Third Class his salary would remain unaltered so long as he remained so classed. If the teacher ranks in higher than Third Class his salary should reach the salary attached to his class by suitably graduated annual increments, provided he is reported efficient.

The degree of efficiency required might vary with the classification.

No obstacle should, or need, under these conditions, be placed in the way of teachers seeking admission to examination with a view to promotion. Every teacher ought, as a matter of right, be allowed to attend examination on the papers of the grade higher than that in which he is classed, and in case be qualified for the higher grade,

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B.A.,
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salary should be paid according to it as soon as the teacher, by efficient service, becomes entitled to such salary.

As an objection to the suggestion that admission to examination for promotion should be freely open to all teachers, it might be adduced that there is danger that teachers studying for promotion might neglect their school duties.

I am of opinion that such neglect, because of teacher's studies, seldom occurs. The teacher studying for promotion is, as a rule, more attentive to his school work than the non-studious teacher. Besides if any deterioration in proficiency takes place it militates against candidate's chance of reaching by efficient service the higher grade to which he aspires.

Monitors.

There are now only fifty-five monitors engaged in the district: three years ago there were ninety-eight employed. The smallness of the attendance in many schools, and the more stringent regulations governing monitorial appointments during the past two years, have been the cause of this diminution in their number. Those employed receive extra and ordinary instruction, in accordance with the requirements of the Commissioners' Rules.

Practical teaching is the subject in which I consider their general proficiency weakest.

Eighty monitors, thirty-seven males, and forty-three females, completed their term of five years' service in the six yearly periods—30th June, 1894, to 30th June, 1899, inclusive. The number originally appointed was 117, but thirty-seven of these, owing to various causes, did not complete their course. Of those who did complete the full term of service, thirty males and thirty-six females succeeded in obtaining classification; only six of these, two males and four females, are now employed in this district; several went to training, and have got appointments throughout the country; a few are teaching in England; and several others having failed to obtain employment as teachers have settled down in other walks of life.

Pupils'
attendance.

The regularity of pupils' attendance shows no material alteration as compared with the regularity of their attendance during the five preceding years, nor, under existing conditions, is it likely to show any material improvement. Teachers and managers have, with varying energy and varying results during these years, tried to induce pupils to attend school; and any future efforts they make are not likely to be more successful than those they have already made. During the summer of 1899 there was a slight outbreak of fever in one or two parishes in the district, which interfered to some small extent with the attendance in a few schools. Apart, however, from this outbreak, there has been no serious epidemic in the district during the past three years.

About 60 per cent. of the total number of children on rolls are in daily attendance, and about 75 per cent. of the number on rolls qualify by attendances for Results examination. In 1895 the average in attendance in the district was approximately 6,000, and the number examined for Results 7,600; in 1899 the average in attendance was, approximately, 5,740, and the number examined for Results, 7,150. The recent establishment of creameries in North Roscommon and South Sligo has injuriously affected both the regularity and punctuality of pupils' attendance. Several boys of school-going age, who are employed to convey milk in the morning to the creameries, either do not attend school at all, or come late in the morning.

The time-tables recently approved will define and specify better than did the old ones the manner in which the school work is carried on. The checking, altering, returning, and re-returning of several of these time-tables to managers and teachers added considerably to my office work during the year.

School accounts are, as a rule, correctly kept. I have not recently had to report any serious irregularity in the manner in which the school records are kept.

I shall now refer briefly to the general proficiency in the various school subjects.

In the first place, sub-heads are as a rule badly taught: cases occur where there is evidence that no real attempt has been made to teach them. They would receive more attention if they ceased to rank as sub-heads and were made a portion of the pass course; or, if in every case where the teaching of a sub-head is reported bad, a certain percentage of the possible fees for the subject were deducted from the fees earned, all parts of the course prescribed in a subject would receive due attention.

Increased attention has been paid to Reading since the issue of the regulation making explanation of the words and phrases occurring in the Reading lesson a part of the pass course. There has been a general improvement, though the embodiment of explanation with ordinary reading has had the effect of causing the Results marking to appear worse than when explanation remained a sub-head. Pamphlets containing lists of the meanings of nearly all the difficult words in the Board's set of Readers were at first somewhat largely and injudiciously used; latterly, however, owing to the introduction of different sets of Readers and to other causes their use has been largely discontinued and they do little harm. The chief fault in the teaching of explanation is that the meaning of a difficult word, and not the meaning of the phrase in which it occurs, is taught.

Pupils of Second, Third, and Fourth classes usually write copies which are fair imitations of the head-line. Practice alone is, however, sufficient to produce tolerable writing in these classes, and very little teaching is necessary. Some First class pupils write fairly good copies on paper; in other cases, however, the writing is not so good, and I have occasionally observed headlines not written between ruled lines, set on the blackboard for the children of this class.

Much time is devoted to Arithmetic, and while the general proficiency in it is fair it is not as good as it might be. The draft lesson on the subject is frequently not well given. Sufficient use is not made of the blackboard, and instead of short, suitable exercises which could be used for illustrative purposes, teacher reads for each class a long exercise out of the text-book.

Teaching power at floor Arithmetic could be better served by a judicious amalgamation of classes: thus, pupils of Third and Fourth classes could join in working Simple Rules and Compound Addition; pupils of Fourth and Fifth classes could work Compound Rules and Reduction conjointly; and Proportion, Practice, Fractions, and Decimals could be taught at the same time to pupils of Senior 5th and 6th classes.

Addition and subtraction tables are not got off thoroughly in the junior classes. Pupils of these classes very frequently add by counting through the addition table, thus, instead of saying 7 and 3 are 10, they say 7 and 1 are 8, 7 and 2 are 9, 7 and 3 are 10. This practice differs very slightly from finger counting, or counting from

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Grammar

and

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Agriculture.

strokes made on the slate. Frequent exercise of the pupils of these classes in adding and subtracting figures written on the blackboard or on large sheets of paper is necessary.

Spelling is, on the whole, well taught.

The proficiency in Grammar and Geography is variable. I am of opinion that the teaching of these subjects might with very little disadvantage to educational progress be left optional.

English Grammar, outside the analysis of sentences, is of little use in assisting one to speak or write the English language; and analysis of sentences can be taught without any knowledge of grammatical rules.

Pupils of Second Stage of Fifth and Sixth classes display a fair knowledge of the courses in Agriculture prescribed for these classes. The proficiency of pupils in First Stage of Fifth Class is, as a rule, low. Much has been said and written about the teacher combining practical with theoretical instruction in this subject. So far as occasional reference to surrounding conditions, with a view to explaining the text goes, such practical instruction is desirable and is frequently given. There is, however, another kind of practical instruction in accordance with which it has been suggested that there should be a farm or small piece of ground in connection with the school, which should be cultivated on scientific principles, and on which the proper manner of sowing, growing, and caring different farm crops could be practically shown to pupils by the teacher; the theory and the practice could thus be taught in conjunction. This is an ideal method, but is, in my opinion, unattainable if both kinds of instruction are to be given by the teacher of the ordinary day school.

The really good teacher, the man who takes a keen interest in the progress of his school, is rarely and can scarcely be a good farmer; and it is a matter of notoriety that teachers who engage to any great extent in farming do not efficiently manage their schools.

All that should be expected of teachers is to teach the theory of the subject intelligently, illustrating their teaching by a reference to seeds, grasses, or other specimens preserved in a little museum in the school, and by an occasional reference to crops growing in the vicinity of the school, in places with which the pupils are familiar.

Bearing on and closely connected with Agriculture is the subject of cottage gardening. One would expect that this is a subject specially adapted for practical instruction, the garden being small, close to the school, and producing flowers and fruit, as well as a variety of vegetables. Yet so far as this district is concerned, practical instruction in cottage gardening has been a failure.

If nothing is done in the way of visiting a cottage garden until the day of the Results Examination, then indeed, it may be found clean and in proper order—the work being done, not by the pupils supposed to be receiving instruction, but by some outsider. Pupils will also be able to answer a few questions on the growing crops, though they may have done nothing of the work of cultivating the garden, and may not even have seen it undergoing cultivation. In 1898 there were five cottage gardens in this district. Practical instruction in one ceased towards the end of 1898, as neither teacher nor pupils showed a disposition to continue practical work. Four gardens remained, which I visited frequently during the summer of 1899, and each succeeding visit convinced me more and more that, with one exception, no practical instruction, worthy of the name, was given. As a result of my visits, the teacher of another cottage

Horti-
culture.

garden found it advisable not to present pupils for examination in the subject.

Needlework is taught in ninety schools. The general proficiency in it is fairly satisfactory. The alternative scheme was never extensively taken up, and the few schools wherein it was attempted are gradually dropping it. One hour's daily instruction in Needlework appears sufficient, and where the subject is well taught, pupils who receive only the hour's instruction appear to be as expert as those who learn the alternative course.

No Irish is taught in this district. As, however, I have during the past two years marked a large number of Irish exercises done by pupils, it may not be inopportune to refer to it here. In 1898, I marked Irish exercises done by 1,325 pupils, of whom 992 passed, and 333 failed.

These pupils were distributed amongst seventy-nine schools. In 1899, I marked Irish exercises from 105 schools; 1,827 pupils were presented, of whom 1,432 passed, and 395 failed. These figures do not represent the full number presented and examined in Irish, as some Inspectors marked Irish exercises done by pupils in their own districts. The increase in 1899 over 1898 is remarkable, and shows that the study of Irish, notwithstanding the obstacles it has to encounter, is progressing.

The present system of testing by written examination the value of the work done in the teaching of Irish is unsatisfactory. Schools in which it is taught should be specially visited and inspected, and pupils' knowledge of the subject should be partially, at least, tested by oral examination. As the teaching of Irish is nearly altogether confined to bilingual districts, there is here afforded a splendid opportunity, if properly utilized, of grounding children both in a knowledge of English and Irish. Where two languages are known translation from one to the other brings before students shades of meaning in expressions in each, that they would otherwise never notice.

Irish, if taught at all, should be taught properly and thoroughly, and throughout the pupils' whole school course. It has been estimated that an ordinary person requires to study about 1,000 hours in order to learn a language. Compare this with the time devoted to the study of Irish. A pupil who attends 100 days in a year may pass through the whole three years' course prescribed by the Programme, after having devoted only sixty hours to the study of the subject.

The extra and optional subjects taught in the district are Book-keeping, Agriculture for girls, Drawing, Music, Geometry and Mensuration, Algebra, Physical Geography, Hygiene, Cookery, French, Shorthand, Girls' Reading Book, and Domestic Economy.

Drawing is taught in twelve, and Music in eight schools. The proficiency in Music is good. Drawing is taught with only moderate success. Cookery, French, and Shorthand are each taught only in one school.

Now that I am about to sever my connection with this district, I may be permitted to avail myself of this opportunity to acknowledge the general cordial co-operation I have received from managers and teachers during the past six years in my efforts to promote the educational welfare of the district.

I am, Gentlemen,

Your obedient servant,

D. LEHANE,

The Secretaries, Education Office, Dublin.

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General Report on Mullingar and Bailieboro' Districts by
Mr. J. A. MACMAHON, District Inspector.

Mr. J. A.
MacMahon,
District
Inspector,
Mullingar
and
Bailieboro'.

Bailieboro', January, 1900.

GENTLEMEN,—In accordance with your instructions, I beg to submit my views on the state of education in those parts of Ireland in which I have acted as District Inspector during the past three years.

Extent of
district.

Until the 1st of February, 1899, I was in charge of the Mullingar District, and since that time I have been District Inspector in Bailieboro' District. Consequently my opinions have been formed from an intimate acquaintance with the schools in Westmeath, portions of Longford, King's Co., Meath, Cavan, Monaghan, and a small portion of Louth.

Number of
schools.

The number of schools with which I have had official connection in these districts is 302. These may be classified as follows:—

Ordinary Schools,	288
Convent Schools,	6
P. L. Union Schools,	6
Model Schools,	2

Effects of
decrease of
population.

There is no evening school in all this wide stretch of country.

The number of schools is quite adequate to fairly supply the educational wants of the people. The rapid and continued decrease in the population of the country has begun to manifest itself in no uncertain manner in the average number of pupils attending schools in this district. Within the past year the question of continuing the grants in view of an average falling below twenty has been raised in no less than six schools, and grants have been withdrawn from two schools, whilst salary has been withdrawn from two workmistresses and one assistant during the year, through fall in the average attendance. The undue increase in the number of small schools cannot be regarded as in any way beneficial to education. When the average of thirty is only maintained by strenuous constant effort on the part of both manager and teacher, and when the latter is living in constant dread of reduction of salary or dismissal through no fault of his, but through fall of the average, he certainly cannot put any heart into his work. He is ever on the alert for a change; discipline is neglected; pupils are coaxed and bribed to come to school, and the whole working of the school is conducted on wrong principles and methods. Several instances of this have attracted my attention since I came to the co. Cavan, where the diminution of population is far more marked than in Westmeath, Louth, or Monaghan.

Attendance.

There is no School Attendance Committee in either of these districts, though the necessity of penalising careless parents for keeping their children from school without just cause will be admitted on all sides. This necessity is much more marked in Cavan and Monaghan than in Meath and Westmeath. Cos. Cavan and Monaghan are occupied almost entirely by small farmers who till their land; whilst in Meath and Westmeath farms are large, tillage is rare, and hand labour can be dispensed with. In Cavan and Monaghan the poorer farmers, I regret to state, view their children as part of the labour machinery of the farm, and so long as their services can be availed

of, they are kept from school, and must assist at the farm work. The result is that during the times for turf-making, weeding, turnip thinning, haymaking, harvesting corn and potatoes, they are away from school—to which they are sent only at special times, often at long intervals. Their progress in education is accordingly spasmodic. The teachers in these schools can follow no regular system of work, and even the regular attenders suffer in no small degree by the teachers being compelled to devote special attention to the irregular attendants during the limited periods during which they do attend. New codes and systems may be adopted, calculated in every way to improve the educational machinery in our primary schools, but so long as this defect remains, I have but slight hopes of any permanent improvement in primary education in this country.

Some slight improvement is to be noted in the manner in which school-houses and premises are kept. But, taken as a whole, the rural schools, and a large percentage of the town schools, show very slight signs of neatness, taste, or the most elementary refinement in this respect.

Of the teachers, I am glad to state that they are improving each year in ability, trustworthiness, and social position. There is, of course, a large percentage of untrained Third class teachers who have not been able to keep in line with the general progress, and who plod along in their old ways uninfluenced by modern methods. The majority of teachers, however, trained and untrained, are capable of great improvement in their methods. Few of them, I fear, spend adequate time, when school is over for the day, in preparing even cursorily for the next day's work. Few of them appear to be sufficiently alive to the necessity of saving their own and their pupils' time during school hours by systematic arrangements for the collection and distribution of slates, copies, pens, pencils, &c.; by the preparation of the various lessons to be taught, by having their own set of books with specially marked words, clauses, sentences for explanation, grammatical difficulties, or dictation. Teachers' associations are very valuable adjuncts to education when properly used. When employed for redress of grievances, agreeable social intercourse, and interchange of ideas on improved systems and methods of education, they deserve the unqualified support of everyone having the interests of education at heart. Their increase in numbers and influence during the past ten years has been very remarkable. But from constant reading in the public journals one is forced to the conclusion that there is too much discussion of grievances and too little discussion of better methods and plans of education.

The monitorial system has not been, in my opinion, a success, and is capable of much improvement. The chief defect in this system is that in a very large percentage of cases monitors, after spending five of the most valuable years of their lives, and passing the final examination qualifying them to conduct a school, have to turn to some other employment than teaching to gain a livelihood. Girls in remote country districts are the greatest sufferers in this respect. Failing to get a school, they are unsuited either for household work or for business, and they dawdle about home for a few years, and finally emigrate. A five years' course as monitor and two years' training do not appear to me, judging from results, to be an adequate preparation for the successful performance of the duties of a *principal teacher*. Some regulation appears to be necessary by which one or two years' satisfactory work as an assistant should be done

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Drill and
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Arithmetic.

before the young candidate is eligible for appointment as principal teacher. I find that junior teachers who have gone through a regular monitorial course, followed by two years' training, are seldom successful in teaching senior classes, whilst generally very successful with juniors.

The school accounts are well kept; but they are becoming very complicated, and the preparation of all the forms necessary for a Results Examination is no easy task. The last change of capitation payment on annual instead of quarterly averages has been almost invariably a source of hardship in these districts, owing to irregular attendance at certain periods of the year. The new method of marking the rolls is a decided improvement in every respect, and has removed a constant source of temptation. Some simplification of payments, however, seems very desirable, and, it is to be hoped, will form one of the changes in the new system.

To come to the actual work of the schools, the most striking defects are the absence of proper drill and defective deportment. The teachers are not entirely to blame in these matters. Insufficient space, irregular attendance, and the requirements of the Results Programme are the chief obstacles in the way. But I find that some teachers have overcome all these obstacles, and are well rewarded for their trouble by the amount of school time saved and the greater ease and effect with which their work is done.

The regulation requiring at least two suitable Infants' Exercises to be taught is generally carried out, and has been productive of much good. Object lessons, and the description of animals are the two favourite exercises. A large number of teachers, however, have, at my suggestion, adopted Drawing as one of the exercises. It bids fair to be the most popular, as the cost of the materials is almost nil, and most children, being naturally fond of this exercise, are kept fully and silently occupied, while the teacher is free to pay adequate attention to the other pupils of the school.

A radical change is being effected in Reading by the introduction of a large number of new Reading books. They have not, as yet, been taken up to any great extent here. Most teachers here appear to be feeling their way before making any change. The insisting of knowledge of the meanings of words and phrases occurring in the text in the senior classes as an essential in obtaining a pass in Reading, is a regulation that cannot fail to have a most beneficial effect on the education of the pupils who attend our schools. As yet too much attention is paid to the meaning of individual words, whilst the substance of the lesson is too frequently ignored.

Writing is really well taught in the junior classes, and with only moderate success in the seniors, where Letter-writing is the test. Far too frequently I find that teachers neglect Letter-writing till within a month of the examination. I have made some experiments in this subject, and I am convinced that a simple letter can be easily written by a child of nine years, after a few lessons.

Arithmetic is taught with great success generally, if we are to judge by the large percentage of passes obtained in this subject. But the issue of a new set of cards within the past year, followed by a marked decrease in the percentage of passes in this subject, together with the notorious fact that sets of cards identical with those used by Inspectors at examinations were for sale, leads one inevitably to the conclusion that the apparent success in teaching Arithmetic for some years past was deceptive, and that this subject has not been

generally taught as much with a view to make the pupils sound practical calculators as to make them able to do certain special sets of sums more by memory than by exercise of their reasoning powers. Tables are generally well known, but without sufficient intelligence or practical application. Mental Arithmetic is seldom well taught. I fear the teachers have not sufficient time to give this important branch the attention it deserves.

Spelling is very seldom had in any portion of these districts, though words not occurring in the lesson-books are very frequently mis-spelled in the Letters, proving pretty conclusively that few pupils read anything but the text-books used in the school.

Grammar is usually taught with success in Third and Fourth classes, but there is a marked falling off in the proficiency in this subject in the higher classes. This appears to me to have been caused by want of care on the part of teachers to explain regularly the meanings of phrases and sentences in the Reading books. Whenever possible I strongly recommend teachers to combine the teaching of Reading and Grammar, and to insist on simple paraphrasing of more difficult or involved passages in the Reading lesson. There are so many different views held by the highest authorities on Grammar with regard to the correct parsing of apparently simple words, that I think time is wasted in the school in teaching difficulties and technicalities. With the three half-hours per week generally devoted to Grammar, and irregular attendance of a large majority of senior pupils, I am not surprised at the frequent failures in Grammar. I am of opinion that Grammar should not be an obligatory subject in our system. If the pupils are taught to speak correctly and write correctly in the primary schools, the study of Grammar as a special branch might, without much loss, be left out.

Geography appears to me to be arranged, in our schools, on a most unsatisfactory plan. Instead of the map of The World the Third class pupils should be taught the map of their county, the Fourth the map of Ireland, and the Fifth the maps of Europe and The World, along with the work of the previous classes. Nothing is more common than to find a Third class pupil showing without hesitation the Philippine Islands, and unable to show Ireland on the map of The World. Since the present war broke out I have very often asked pupils to point out the Transvaal, and it speaks well for the schools when I am able to state that, with very few exceptions, I have been correctly answered. Mere pointing out of names, however, is, I am sorry to say, far too prevalent.

In my last report I took a very gloomy view of the practical benefits accruing to the pupils, and, through them, to the country at large, from the study of Agriculture as at present taught in the National schools. Some little good can be done at present by giving as much attention in our Model farms to poultry-keeping as to dairying. For these two branches of Agriculture are most suited to the needs of the large majority of the pupils of our schools.

Plain Needlework is generally taught with a fair amount of success in our schools. I would be glad to see the use of the sewing machine and dress-making more frequently taught. The sewing machine is within the reach of nearly everyone, and so much time is saved, and so much better wearing articles of apparel can be made at home, that an undoubted saving would result to the country by the frequent use of it. Knitting generally is very good. Cutting out of shirts and of women's undergarments is seldom well taught.

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Irish.

Of extra subjects the favourite ones in these parts are Algebra, Drawing, Geometry, and Music. In very few schools Domestic Economy and Physical Geography are taught. The proficiency exhibited in these subjects is generally good. The adoption of charts for teaching Drawing is each year becoming more frequent. The results obtained by this method of teaching are undoubtedly better than those obtained by any other method. In only one school is Irish taught.

I am, Gentlemen,

Your obedient servant,

J. A. MacMahon.

The Secretaries,
National Education Office.

General Report on the Dundalk District by Dr. STEEDE, District Inspector.

Dundalk, December, 1899.

Dr. Steede,
District
Inspector,
Dundalk.

The
district.

Occupations
of the
people.

The schools.

GENTLEMEN,—I have the honour to forward this general report on the district for the year 1899.

The area of the district has undergone no alteration since the date of my last report. It consists of nearly all of the county of Louth, a considerable portion of the county of Meath, and small portions of the counties of Armagh and Monaghan. It contains two large towns, Dundalk and Drogheda; and some smaller ones, of which Ardee is the largest. The great majority of the people are engaged in agricultural pursuits, and some are employed in fishing, chiefly at Clogherhead, Annagassan, and Baltray at the mouth of the Boyne.

There are 133 schools in operation in the district, classed as follows:—

Poor Law Union,	2
Monastery,	2
Infants (one for boys, and one for boys and girls),	2
Convent (four for girls, one for girls and infant boys, and one for junior boys up to 13 years of age),	6
Ordinary,	121
	<u>133</u>

A vested school has been placed on the suspended list, as the population in that part of the district has decreased. There are two Industrial schools under the Act attached to two of the Convent schools. These schools are held in ninety-six school-houses, classed as follows:—

Satisfactory,	27
Good,	37
Fair,	14
Middling,	12
Unsatisfactory,	6
Total,	<u>96</u>

Of the six unsatisfactory school-houses, two are to be immediately superseded by two newly-built vested houses. Another will be

replaced by one for which a grant in aid to build has been given. Two other vested school-houses are in course of erection (one almost completed) to supersede unsuitable houses, one to contain three departments for boys, girls, and infant boys and girls respectively; the other will have two departments, one for boys, and the other for infant boys. A non-vested school-house has been erected, containing two school-rooms, for boys and girls respectively, in a part of the district where it was much required. These schools came into operation in the early part of the year.

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Dr. Steele,
District Inspector,
Dundalk.

Suitable and adequate play-grounds are attached to less than half of the schools; the public road, in most of the other cases, serves as a substitute, though often a very bad substitute. Eight schools have no out-offices attached to them. Some schools in the district afford models of what a school-house should be—well built, of an attractive appearance outside, suitably enclosed, with grounds nicely kept, with grass plots or flower beds bordered by ornamental tiles or castings, having suitable porches, adequate play-grounds (in one case having a large ball alley made of concrete), well lighted, ventilated, heated, lavatories, and perfect sanitary arrangements as regards out-offices, the interior tastefully arranged and suitably furnished. It were much to be desired that school-houses of this kind were more general, and would supersede many at present in the district. Besides the ordinary furniture and apparatus found in schools, there might be introduced oleographic illustrations of science, art, biography, history, localities, and remarkable objects, so as to educate, even in a moderate degree, the æsthetic faculty of the pupil. In these days of cheap oleographic printing this could easily be done at moderate cost. The feeble attempts made in this direction are, in some cases, only injurious.

Play-grounds.
Types of good school-houses.
Art culture.

Excluding Convent and Poor Law Union schools, the teaching staff of the remaining 125 schools consists of 125 principals, forty-two assistants, fourteen workmistresses, twenty-four monitors, and seventy-two monitresses. The following tables show the classification, &c., of the principals and assistants:—

Teaching staff.

CLASS.	PRINCIPALS.				ASSISTANTS.			
	Males.		Females.		Males.		Females.	
	Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.	Trained.	Un-trained.
I.	10	3	2	1	—	—	1	—
II.	15	2	8	2	—	—	2	—
III.	24	8	21	9	14	2	7	1
IV.	1	8	—	11	1	4	2	3
Total.	50	21	31	23	15	6	12	4
	71		54		21		21	
	125				42			
	167							

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Classification
of
teachers.

Teachers'
relative
efficiency.

From the above it will be seen that nearly two-thirds of the teachers are trained, and that a far larger number, proportionally, of trained teachers are in higher classes than that of the untrained. Very few teachers go to training who do not return in a higher class than they were in before. But it is much to be regretted that they do not show correspondingly better work in their schools. Trained and untrained teachers alike are among the best, as well as the worst in the district. The 125 principal teachers, as regards their efficiency, may be classed as follows:—

Highly efficient,	25
Good,	57
Moderate,	20
Bad,	23
	—
	125

Causes of
inefficiency.

The causes of the inefficiency of these forty-three teachers are various. Some are so well off that they appear to be satisfied if they escape censure. Their quarterly salaries are sure, and also a certain proportion of Results' Fees. Due attention to their school duties, and diligence in the discharge of them, would increase those fees; but they appear to be satisfied with the reduced amount, consequent on a perfunctory discharge of their duties. Bad methods of teaching, often caused by want of proper preparation for their work, is a fruitful source of inefficiency. Comparatively few teachers, I fear, after they have dismissed their pupils for the day, bestow any thought on the day's work, as to its success or failure, or make any preparation for next day's duties. Doing work in school which should be done outside school hours, such as correcting errors in Dictation or other written exercises, &c., is another cause. The correction of these should, as a rule, be done outside school hours. If done, for example, during the half-hour the Dictation lesson generally lasts, it will almost invariably be found to be imperfectly done, the class will be more or less in disorder, and the school cannot be properly superintended while the principal teacher is so engaged. This correction of written exercises after school hours would occupy little time, yet many teachers appear to have a great disinclination to do it. There is no business or profession whatever where those employed in it are not often called upon to do work after the ordinary hours of business are over, and it is strange that teachers should hesitate to do this legitimate school work for the benefit of their pupils before or after the ordinary school hours. Instances, of course, are known, where the school hours have been extended for some time previous to a Results' Examination to make special preparation for it; but this would be quite unnecessary if work had been systematically carried on from the commencement of the Results' year. Such extension of the school hours should not be permitted, tending, as it does, to injure the pupils both mentally and physically. A pupil was once asked to say in a letter whether he would rather be a teacher or an inspector, when he replied he would rather be a teacher, for the teacher had only to work for a month in the year, but the inspector had to work all the year. I know a case where the manager stated that the teacher had attended to his school duties for three months before the Results' Examination, implying that for the previous nine months he had not done so. There was another case of a contrary

Violent
extension of
school
hours.

kind where, for some time before the examination, the great majority of the pupils were absent through illness. The teacher was asked whether he wished the examination to be postponed; the reply was "No." The result of the examination was satisfactory, because the teacher had attended to the school from the commencement of the year. Some teachers have extensive private business on hands, as merchants or agriculturists. Their mental powers are so engaged with these pursuits that they cannot bring that vigour of mind to their school duties which is required, and the school consequently suffers. What should be thought of a teacher who, without permission, left his school to attend to some of his commercial affairs in a place about two miles distant? Such a case has been known to occur. Extended vacations also interfere with the due progress of a school. In some cases, these, with the ordinary holidays, have taken up one-fifth of the school year. Except in few cases Saturday is a *dies non* as regards school work. It used not to be the case. The loss of Saturday as a school day would be less felt if teachers, on that day, met together to consider and discuss questions as to the practical work of their schools—the best methods of teaching the several subjects of the school programme—the employment of infants—how to secure punctuality of attendance, &c. If such topics as these were discussed at the meetings of the teachers, much good would be effected.

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Teachers'
outside
occupations.

Vacations,
&c.

The teachers now are well paid, they have comparatively few hours of work—from five and a-half to six and a-half daily; long vacations, having also, as stated above, Saturday as a *dies non* as regards school work; secure of a pension, and having a programme of instruction for their pupils, which is, in general, so definite and reasonable that, if they attend to their school duties throughout the year with due diligence and assiduity, they cannot fail to have their pupils successful at the annual examinations. At such an examination, if the pupils failed badly without any adequate cause, the teacher should be depressed, and get another year's trial, when, if again there were marked inefficiency, the teacher should seek some other employment.

Teacher's
position.

In their intercourse with their pupils teachers do not often insist on their pupils using the words "sir," or "madam," "please," or "thank you." This should be a very important part of a child's education. A brusque unmannerly manner in a boy or girl will, if persevered in, be hurtful to them in their after life. It would be well at roll-call to insist on the pupils' answering "here, sir," or "present, sir," &c.

Politeness

Teachers who hold certificates of competency to teach Singing or Drawing should teach those subjects in their schools. First Class male teachers, besides, should teach Geometry and Mensuration, and Algebra, or other science subjects, as a necessary condition of their retention of their class.

Teaching
subjects
essential for
Fourth
Class.

The local managers of the 125 Ordinary schools consist of thirty-eight clergymen, and three lay men. The great majority of them take a keen and intelligent interest in the welfare of their schools. I have often experienced personal kindness from them, for which I feel grateful, as well as for their general courtesy and willing co-operation for the good of the schools. The recent regulation of an appeal by teachers to the bishop before dismissal on three months' notice, in lessening their authority, has not been conducive in this district to the good of education, or to the interests of the teachers.

Managers.

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Poor Law
Union
Schools.

Monastery
Schools.

Convent
Schools.

School
attendance.

Compulsory
attendance.

Pupils
examined.

Infants.

Object
Lessons.

There are two Poor Law Union schools in operation in the district. One, attended by boys and girls, is in charge of a nun. The pupils are well trained, and are very clean and tidy in appearance. The school-room, too, is attractive, and scrupulously clean. The other has two departments: one for girls, also under the charge of a nun; the other for boys, under a male teacher. The attendance in both departments is small, and they might be amalgamated.

There are two Monastery schools, whose teachers belong to the De La Salle Order of Monks. One of them has not been successful; the other is progressing in a satisfactory manner.

The six Convent schools continue to do excellent work. In five of them Singing is taught with satisfactory results, and in four Freehand Drawing. Cookery is taught in one to about thirty pupils, and in three the use of Sewing Machine and Dressmaking. The manners and deportment of the pupils, who are always clean and neat in appearance, are well attended to. The proficiency in the ordinary branches is generally very good. Cutting out articles of apparel by the pupils of the Fifth and Sixth Classes has been a complete success.

The attendance at all the schools is over 65 per cent. of the average numbers on rolls. This percentage for several schools is 70 and above, in one case rising to 80 per cent. In others the average is between 50 and 60, one being as low as 49. As a rule the good schools have a high average attendance in proportion to the numbers on rolls, and the bad schools the reverse.

The compulsory attendance clauses of the Education Act have not, as yet, been put in force in this district. Hitherto there has been a want of school accommodation for boys in Dundalk and Drogheda. This will shortly not be the case, as vested schools for boys, in course of erection, will, in both towns, be opened in a few months' time. The opinion of managers differs as to the beneficial effect of compulsory attendance. Some think it would be of great use in increasing the attendance. Others say that after a short time things would settle down to much the same condition as before, owing to the many causes of exemption contained in the Act, and that it may have even an injurious effect on those pupils who now attend school for over 150 days in the year. All agree, however, that it is the only remedy in cases where moral influence fails. Both in Drogheda and Dundalk it could not fail to have a beneficial effect.

About 8,660 pupils were examined for Results during the year, of whom about 27 per cent. were in the Infant Class. This number would have been increased by about 150, if the examinations of two schools had not been postponed in consequence of severe attacks of whooping-cough.

The infants, besides being examined in a suitable literary course, were prepared for examination in two infant school exercises. One of these was almost universally the use of the Ball-frame, or Arithmetic. The exercises on it were, in numerous cases, good, the pupils' answering showing that they had acquired clear ideas of Addition, Subtraction, and Multiplication; which will be useful to them in the higher classes. The other exercise was of various kinds—Object Lessons, Kindergarten Drawing, Action Songs. The Object Lessons were of various degrees of merit. In many cases the objects selected were suitable, and the lesson well arranged; in others some of the selected objects were most unsuitable, and the lesson given without proper method. In a few cases the number of objects on which lessons were given during the year were so few as to lead to

the conclusion that this exercise was not attended to. Kindergarten Drawing appears to be more successful. In a few schools the result is excellent, the pupils of one using paper, properly ruled, on which to draw their exercises. Some have action songs, which they go through in a pleasing manner.

Kindergarten is taught in the six Convent schools, and in one of the infant schools, with excellent results. Their Drill exercises are gone through with precision and gracefulness, and their action songs give an excellent preparation for Singing in the higher classes. They also go through the exercises with the various gifts with readiness and accuracy, and in some cases accompany their doing so with singing.

Of the ordinary subjects of the school programme, the highest percentage of marks, 91, is obtained in Writing. The First and next three higher classes get passes for copying on slates or paper, and the failures in these classes are few. The Fifth and Sixth Classes are required to write a Letter on a given subject, simple for both stages of Fifth Class, but of a more complex nature for Sixth Class, the pupils of which are expected to furnish some information in reference to the subject, clearly and briefly, with no serious errors in Grammar, and properly punctuated. The failures in Fifth Class are due chiefly to bad form—ignorance of the proper manner of beginning or ending of the Letter, addressing improperly the person to whom the letter is written, &c. Some excellent Letter-writing has been found, especially in Sixth Class. I would recommend the paper for Sixth Class Letter-writing to have a margin marked off and ruled.

The remaining subjects, taken in the order of their percentages of marks, are:—Needlework, 86; Spelling, 82; Reading with Explanation, 80; Arithmetic and Geography, 77 each; Grammar, 71; and Agriculture, 50.

The passes in Needlework are 86 per cent. of those examined. The failures chiefly occur in the Second and Third classes. The operations required from Second Class are hemming and knitting with two needles; that from Third, plain knitting with four needles, hemming, running, and top-sewing. They are engaged at this work for an hour daily. All the teachers agree in saying that an hour for these two classes is excessive for what they are required to do. And yet they fail. It is evident that these classes cannot be properly attended to during the hour, otherwise there would not, as there ought not to be a single failure. In a school in England, which I visited this year, I found infant girls hemming glass cloths and pillow cases, which were sold for the cost of the materials. The teacher stated she could sell any number of these articles. It is evident that the infants must have done the work well, or the articles would not have found such a ready sale. If infants can do such work, surely our First Class girls should be taught, at least, to knit, if not also to hem; and the programme in Needlework for the remaining classes raised accordingly. Cutting-out and Darning, as well as Sewing and Knitting are taught with generally good success to the remaining classes, according to their several programmes. Each pupil from Fourth Class upwards exhibits an article of apparel for herself or a member of her family, which she made in school. It would be well if such articles were made for sale as well as for home use, thus ensuring more careful work, if possible. In connection with this branch, ninety-seven pupils were examined in the use of Sewing Machine and Dressmaking, of whom sixty-four passed. In two of the

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Kindergarten
drawing.

Kindergarten.
Writing.

Needle-
work.

First Class
girls to be
taught.

Sewing
machines
and dress-
making.

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Spelling.

Improper
methods of
correcting
dictation.

Reading.

Poetry.

Arithmetic

Geography.

Grammar.

Agriculture.

Convent schools this extra branch was successfully taught, fifty-three pupils passing out of fifty-nine examined.

In Spelling there were 82 per cent. of passes. In the First and Second Classes the failures should be almost nil, as the standard is low. The Third and higher classes are tested by means of writing passages from dictation, the Third Class on slates, the others on paper. The proficiency in this subject has improved. In some schools the dictation exercise is corrected during the half-hour given to the lesson; either by exchanging copy-books and spelling the words for the pupils to mark those misspelled, or by the teacher going through the class and marking the errors during the progress of the lesson. Both methods are objectionable, being rarely effective, and also for the reasons I have already given.

Reading has 80 per cent. of passes. The inclusion of Explanation in the pass mark has caused many failures. This combination of Explanation with mere Reading is an evident improvement, as the latter without the former is of little value. It is to be feared that some teachers give too little time to reading in its limited sense, for there cannot be fluent reading without a sufficient quantity of matter being read. The intelligent teacher, who knows his pupils, will so utilize the half-hour generally given to this lesson at one time, as to justly proportion the part given to Reading, and that to Explanation. Connected with Reading is the repetition of a certain number of pieces of Poetry prescribed for each class. These are generally repeated too hurriedly, and consequently inaccurately and indistinctly. In many cases the pieces are repeated in a pleasing manner. When the pupils have learned a piece after its having been previously explained to them, they should be required to write it from memory as a test of their accurate knowledge of it.

Arithmetic and Geography have each 77 per cent. of passes. Complaints have been made of the new Arithmetical Cards for use in examinations in Arithmetic; but these complaints are unreasonable, for there is not one of the cards in which a pupil fairly prepared could not work, at least, three of the questions, so as to obtain a pass; and most pupils ought easily to do four. Some of the other questions require thought for their solution, but nothing beyond what the pupils are expected to know. Mental Arithmetic is not generally attended to.

Geography has also 77 per cent. of passes. This should be better, as the subject could be made very attractive. The terms are often not understood, probably from not being sufficiently illustrated and explained. In the Fifth Class, Second Stage, there should be no failures, as the prescribed portion is so limited and definite. A good drawing of an outline Map of Ireland is seldom met with; but I have some excellent specimens done from time to time.

The percentage of passes in Grammar is 71. Compared with those in Arithmetic and Geography, this may be considered as fair, as the subject is more abstract than either of the others, and not so popular.

The lowest percentage (50) of passes is found in Agriculture. The subject should not be limited to mere book teaching. To each school in rural districts might be attached a plot of ground, where small quantities of the several crops might be grown. For large operations the pupils should be directed to observe, at the proper time, what the farmers are doing in the country, and the literary lesson on those operations given at the same time. Thus the practical work and the theoretical lesson would synchronize.

The extra and optional subjects taught in the schools are :—Singing, Drawing, Book-keeping, Cookery, Girls' Reading Book and Domestic Economy, Physical Geography, the use of Sewing Machine and Dressmaking, Lace-making, Typewriting, and Shorthand.

In Singing 1,328 pupils were examined, of whom 1,163, or 87 per cent., passed. The Tonic Sol-fa method is generally adopted. In some schools the pupils' voices are trained with excellent results, producing pleasing, true, and expressive singing. Many of the classes, also, have Rounds, which are sung in accurate time, and serve as an introduction to harmony. Hullah's method is adopted in two schools with fair success.

In Freehand Drawing 1,498 pupils were examined, of whom 1,169, or 78 per cent., passed. The subject is taught carelessly in some schools, the pupils being allowed to use wrong methods of doing their work. This branch should be taught in every school where the teacher has a certificate of competency to teach it.

The following table gives particulars of most of the remaining subjects taught :—

SUBJECT.	Number presented for examination.	Number passed.	Percentage.
Book-keeping,	332	177	63
Algebra,	131	95	70
Geometry and Mensuration,	36	17	33
Physical Geography,	6	5	83
Cookery, 1 st	29	27	93
Girls' Reading Book and Domestic Economy,	13	13	100
The Sewing Machine and Dressmaking,	97	61	66

Of these subjects a far larger number of pupils should have been presented for examination in Geometry and Mensuration, and Algebra, as well as in Book-keeping. I have already given it as my opinion that First Class teachers should teach these or kindred subjects, with fair efficiency, as a condition of their retention of their class.

Typewriting is taught in three schools, and Shorthand in two. The examinations in these subjects might be distributed over at least two years.

Lace-making is taught in two schools with satisfactory results.

This year the teachers were required to revise their Time-tables, and have them approved by managers and inspectors. This has had a beneficial effect in this district, as there are suitable Time-tables now in most of the schools. As Needlework takes up an hour of the school day, and the corresponding subject in boys' schools—Agriculture—only half-an-hour, it has happened, in a few cases, that the boys are dismissed half-an-hour before the girls of the adjacent school. And to avoid this, sometimes scarcely sufficient time is given, in girls' schools, to some of the ordinary branches of the Programme. To remedy this a rule might be made that, in such cases, the boys' school should remain open as long as the adjacent girls' school, and

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Singing.

Freehand drawing.

Typewriting and Shorthand.

Time-tables

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Progress of
district.

Managers.

that the half-hour should be given to teaching extra subjects to the Fifth and Sixth Classes; the remaining classes, except Infants', having definite work assigned to them at the same time.

The district, on the whole, has progressed within the last few years. I gladly bear testimony to the work done by many excellent teachers in it. Punctual in attendance themselves, their pupils are found to be punctual. Their schools are kept neat, clean, and orderly, and the pupils imitate these in their appearance and deportment. They make due preparation for the day's work. They maintain good discipline in their schools, and appear to have perfect control over their pupils. Their schools seem to take up their whole attention, and they are only too glad to do any work for the benefit of their pupils outside school hours. It is a pleasure to visit such schools, and to bestow a well-deserved word of praise on their teachers.

The managers, on the whole, make excellent superintendents of their schools. It gives me pleasure to acknowledge with gratitude their generous kindness to myself, their courtesy, and cordial co-operation for the welfare of the educational interests of their several localities.

I have the honour to be, Gentlemen,

Your obedient servant,

J. STEEDE,

District Inspector.

The Secretaries,
Education Office.

Mr. L.
O'Reilly,
District
Inspector.
Tuam.

General Report on the Tuam District by Mr. L. O'REILLY,
District Inspector.

Tuam, December, 1899.

Schools
taken from
district
in 1897.

GENTLEMEN,—I beg to submit the following general report, drawn up in accordance with your instructions, on the conditions and prospects of education in the Tuam district.

A general report on this district was last made in 1895. Since then the area of the district has been diminished. The total number of schools in October, 1897, was 143; in November of the same year they were reduced to 132. Ashford, Cong M. and F., Closter M. and F., Cluinbrook, Cornamona, Caragarew, and Timakill were attached to the Galway, and Moylough M. and F., and Menlough M. and F., to the Ballinasloe centres. Two schools at Belclare were transferred from the Galway to the Tuam district. The total diminution was thus of eleven schools, thirteen being taken away, and two added. The schools transferred to the Galway district all lie towards Connemara. They provided education for the strip of country stretching between Loughs Corrib and Mask, with Maam Bridge as the most westerly, and the town of Cong as the most easterly points. In the year 1897, when last examined, these schools presented 567 children for examination. They were in charge of thirteen teachers, of whom three were First, eight Second, and two Third Class, all but three

being trained. Most of the buildings were of comparatively recent erection, some being almost new; and, with one exception, provided abundant accommodation for the pupils in attendance.

The four schools transferred to the Ballinasloe district were conducted by six teachers, two of whom were First Class, and trained. The remaining four were Third Class teachers, and untrained. The number of pupils last examined in these schools whilst attached to the Tuam centre was 321. The Moylough schools have been recently erected; the schools at Menlough are non-vested, and many years in connection with the Board.

This district is at present well furnished with excellent school-houses. Fifty-five are non-vested, seventy are vested in trustees, and seven are vested in the Commissioners. There are five schools held in thatched cabins. Grants have been made to replace two of them; the others must necessarily disappear in a few years. Five schools have either recently been enlarged, or are at present in process of enlargement. Since last report was written, six new schools have been erected. These schools are constructed according to suitable plans, and are well built. Only very rarely are traces of hasty workmanship to be found. These show themselves especially in the plastering of the ceilings. The large windows, also, in the gables are occasionally badly glazed, and let in the rain to a most uncomfortable extent, when a high wind accompanied by showers heats directly upon them.

It is very much to be regretted that a certain number of teachers do not take more to heart the desirability of keeping the interior of their schoolrooms in a clean and attractive condition. The annual white-washing is often not done; the evening sweeping and dusting are also frequently omitted. Tattered maps and tablets, which might easily be repaired, hang at all angles and in all positions on the walls, and broken slates and soiled copies lie in disorder on the desks and window sills. The appearance of the children is often, also, sadly neglected. Dirty and torn pinafores, and sometimes soiled hands and faces leave a very unfavourable impression on the visitor. To tolerate such habits is a simple dereliction of duty on the part of a teacher. It seems particularly inexcusable to find children who are expert in advanced kinds of Needlework wearing pinafores and dresses that need repairs.

The calendar year, 1899, has not been a bad one for attendance in the district generally. Some localities—but they form a small portion of the total area of the district—were afflicted in the earlier part of the year with various forms of epidemics amongst the pupils. A few schools were closed for a period, owing to the prevalence of "umps," and a few owing to an outbreak of measles. These forms of sickness were, however, restricted to a few parishes. In the case of the great majority of schools sickness has not this year materially interfered with the attendance. The weather was exceptionally fine, and, as such, contributed greatly in most parts of the district to keep the schools well filled. It has not, however, been a boon in this respect to a certain class of schools. Where hogs abound in the neighbourhood of towns, and the peasant partly supports himself by supplying the market with turf, the grown boys and girls absent themselves almost continually, in favourable seasons, during the summer months. Complaints have been made this year by managers and teachers of the attendance at schools so circumstanced. The attendance is affected in such cases almost exclusively in the higher

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School-
houses

Cleanliness
of school-
rooms.

Attendance.

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District
Inspector.

Tham.

Duties of
teachers.

Elementary
portion.

Infant
drill.

Ball-frame.

classes, and the teacher can make no advance with the most important, and most difficult portion of his duties, the instruction of the senior pupils. Strange to say, in many of the schools of this class the attendance has not declined numerically. The good weather, which keeps the grown children at their work, promotes a better attendance among the little ones; and as these form the largest part of the attendance a fair average is generally realized.

The duties of the teacher as such, may be conveniently divided into two portions—the elementary and the advanced. The elementary work is carried on in the Infant, First, Second, and, to a certain degree, in Third class. This portion of the teacher's duties is generally best done, being the easiest. The children are for the most part employed in acts of imitation and exercise of memory. Word reading and Spelling, the elementary tables, whether alone or applied to the first four rules of Arithmetic are mere exercise of memory, as Writing and Needlework are pure efforts at imitation. Constant occupation and proper supervision are the main points to be attended to by the teacher in this department. An absence of sequence in the instruction given is the principal fault to be met with in this part of the teacher's duties. In Reading, the Infant and First classes are allowed to fall into the dull sing-song, which has to be unlearned again in Second and Third classes. In a school where the ordinary slanting system of writing is accepted as the standard in the Second and higher classes, pupils may be found copying from the blackboard during the full year of their course in First class headlines, letters, and figures in the upright style. Too mechanical a repetition of the poems to be committed to memory, with the usual painfully monotonous cadence at the end of each line, are faults too often tolerated in the pupils of the Second and Third classes.

In most schools Infant exercises have so far been mostly tentative. In making the selection of the two exercises to be taught, the particular circumstances of the school are the first thing to be considered. Physical exercises such as drill prove very inconvenient in a school which possesses no classroom, as this exercise tends to distract the other pupils, and a certain amount of floor space is needed which cannot always be at the teacher's disposal in the single schoolroom. In one instance I found this exercise carried on during play-hour, as during that time only was the required space available. Unless where there is a large staff in a school, it is not easy for the teacher to devote to this exercise all the time it requires. The exercise, however, may be easily learned by a few of the grown pupils, and conducted by them in turn. When well taught, and well executed, no exercise helps more to enliven the child's long school day. Action songs are also a very attractive exercise for children, and can be practised with advantage in a class-room.

Very few teachers have so far attempted the introduction of Object Lessons. The use of the ball frame, on the contrary, is taught in almost every school in the district. The exercises taught on it vary very much, but all, of course, accustom the child's mind to numbers; it may also be used for teaching the youngest infants the primary colours; and when the exercises have to be carried out with a certain amount of despatch and accuracy, and the pupil is not allowed to touch any of the rows but that on which he is to make his calculation, it trains both eye and hand, and leads to habits of precision. After the ball frame Drawing is the most widely adopted of the Infant exercises. It is done on chequered slates, the model being in some

schools given on a chequered blackboard, in others on chequered cards made out by the teacher, and distributed among the pupils. One or two minutes set the class at work. As in Drawing the squares have to be counted, this lesson is a pleasant and instructive exercise in number for the younger infants.

It is not sufficiently borne in mind that these exercises are in a great measure intended to be of an attractive nature, and to enliven as much as possible the literary work of the children. They should, if possible, be set down on the time-table at some hour at which the children are likely to be weary.

The senior division of the school may be said to consist of the Fourth and higher classes. The first thought that strikes one in regard to this department is the falling off in the attendance. In very few schools is there to be found a due proportion of pupils who complete their studies in the senior classes. Some pupils disappear in Fourth Class, most have left before attaining to the First or Second stage of the Fifth, only a few remain in Sixth. The elementary work, though important, is not a sufficient measure of the merit of the school. Those schools only can be considered as fully realising their end which send out to life each year a due proportion of their pupils well equipped with the attainments which the Board's Programme supposes to be mastered by an advanced pupil of a National school. The State grant for the National system has been made with the idea of educating the classes for which it provides up to the standard adopted by the Commissioners. The hundreds of thousands spent on the salaries of various functionaries, of clerks, inspectors, teachers, and monitors, in the establishment of training colleges, on the erection of school-houses and residences, the supply of free stock and requisites, and the awarding of Results Fees, fail to realize the object of the expenditure in so far as our schools fail to confer the full measure of instruction on the classes they are supposed to educate. There are schools which realize this end as nearly as could be expected, but they are a small minority. In six schools of this district, of a rather good type, selected as representing localities differently circumstanced from an educational point of view, 405 pupils left school during the five years from the 1st March, 1894, to the 1st March, 1899, never to return. Of these 405 pupils, 121 left whilst enrolled in Fourth class, 107 whilst enrolled in First stage of Fifth, seventy-nine in Second stage, and forty-three in the Second stage of Sixth. About 30 per cent. leave school without completing the course in Fourth class; only about 10 per cent. reach the highest class. It is probable that the statistics for the entire district would show the character of the attendance in a more unfavourable light.

Hand in hand with the decline in numbers goes the decline in efficiency. The competent and industrious teacher who can keep the pupils' interest alive in the programme of the advanced classes will, in most localities, have the full number of senior pupils in attendance. In schools where the higher classes are largely attended, the work done in these classes is almost always found to be of good quality. The value, therefore, of thoroughly earnest, intelligent, and well prepared work on the part of the teacher in the advanced classes cannot be over-estimated. The character of this work is twofold; firstly, the teacher has to insist on the mental application of his pupils, then he has to guide and help them by apt illustrations and

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Explana-
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graduated exercises over the various steps of their programme. Many teachers unwisely err on the side of indulgence in not rigorously insisting on a thorough and ready knowledge of home lessons, and on neat and accurate home exercises. Even excellent teachers find their efforts to keep this portion of their duties well done greatly frustrated by irregular attendance. A child who remains at home for one day loses the home-lessons of two. The use of home-lesson tablets would materially diminish the evils arising from this cause.

The teacher's more important duties in the senior division of the school are to develop the intelligence of his pupils, and train them to exercise their own minds. He has to explain and make them understand the language and subject of the lessons read; he has to expound rules in Arithmetic; to show how rules in Grammar are to be applied; and to patiently develop the principles laid down in the text-book on Agriculture.

The explanation of the terms and phrases occurring in their lessons is very seldom given by the children in a satisfactory manner. The great fault I find in the teaching of this subject is the excessive confidence placed in the list of meanings found at the head of the lessons, and in similar lists of meanings taken down from a dictionary. These lists are found in the children's copies, but unless fully explained by the teacher are useful only as an exercise of memory. Printed lists of the difficult words occurring in the lessons have been issued by some publishing firms, but from an educational point of view this arrangement is often only a shifting of the difficulty, the words used in Explanation being frequently as strange to the children as the term to be explained. The work of Explanation must be carefully prepared by the teacher beforehand. He has to enter into the child's mind, foresee what difficulties it may have in understanding the new word, and by illustrations from what the child already knows leave a clear conception of the new idea upon its intelligence. The teacher's next step is to teach the child to struggle with the difficulty of clothing this idea in words from his own vocabulary. Abundance of patience and practice are as much needed for this step as for the first. When the context determines almost by itself the meaning of a strange term, it is a useful and often enjoyable mental exercise for the children to infer what the meaning must be, giving at the same time their reason for their inference. In the Second stage of Fifth and Sixth classes the intelligent application of the roots and affixes to be learned by the pupils will render easy many difficulties in the text. As a rule, the pupils' knowledge of this sub-head is never used for the purpose for which it has been acquired.

Writing is, as a rule, well taught in the junior classes. The great obstacle first experienced in efficient execution is the absence of the upper guiding line in the Fourth class. The most common mistake is to write a larger hand than the head-line, the next to write letters of uneven sizes, some being higher than the others. When the teacher's influence on the pupils' minds is strong, the children commence to imitate, in this class, the peculiarities of his hand-writing. These peculiarities show themselves more in the ordinary written tasks than in the head-line copies.

In Letter-writing, apart from frequently inferior penmanship, bad grammar is still too common. Peculiar and inexact forms of expression frequently occur. The Sixth class should get more frequent exercise on unruled paper. Frequently also the pupils of this

class address the envelope as if they had never done so before the day of examination. The composition proper of the letter is generally a failure. The children have no vocabulary; and fluent, intelligent conversation at home in the English language is a means of improvement that very few of them enjoy.

Arithmetic generally receives a full share of attention. This subject and Grammar are the great tests of the teacher's insight into children's minds, of his real merits as an instructor. Occasionally it is badly taught, but no serious complaint can be made of the proficiency of the schools in this subject. Every care is taken in the explanation of the rules, preparation of the subject is made at home, and the theory is well expounded on the blackboard. Yet, after all this trouble, a great deal of the pains taken by some teachers is wasted owing to not insisting with sufficient rigour on accuracy and neatness. All other things being equal, the pupil who is trained to habits of neatness in written work has best chance of being the most accurate. Neatness implies attention and care in the laying out of one's work on paper. Attention and care cannot but lead to accuracy. Teachers, as a rule, should take more trouble to see that the children form not only legible but well-made figures, and that they write them in straight lines across unruled paper. It would, perhaps, be an advantage if a line of figures formed portion of the test in Writing in all the classes up to Fourth inclusive. The extensive employment of the ruler, and the use of coloured ink, is a kind of technical training for hand and eye that should bear fruit in the education of the pupils.

In regard to spelling from Dictation, there is an educational side in it which is not duly appreciated by all teachers, as far as I can judge from the manner in which they are disposed to give it out on the day of examination. It exercises both the attention and the memory when given out in the correct manner. A phrase, fairly short in Fourth, and gradually increasing in length for the higher classes, should be read for the class, but once only. It is the duty of the pupils to fix their attention upon the phrase, settle it in their memory, and then transmit it to paper with all the despatch consistent with good hand-writing.

Grammar is not well taught, at least it is not well known. Some of the methods of teaching this subject have lately been strongly impressed upon my attention in schools in which it was a failure at Results Examination. The faults in instruction were neglect of gradual progress through the programmes, passing on to a new step before the previous one is fully mastered, want of proper preparation, selection of injudicious sentences for exercises, followed in some instances by neglect in the correction of these exercises. In the Fifth and Sixth classes, at least in the earlier part of the school year, the blackboard should be more extensively used. A sentence framed beforehand by the teacher, and written on the blackboard, will impress itself more strongly on the pupils' mind than any sentence from the book, and may be made to contain more points bearing on the special rule actually to be exemplified than a full page from the Reader in use. The preparation of these sentences will, of course, require special attention from the teacher. Sentences illustrating the same point should be kept before the children till that point is fully mastered. In this way children can be trained to find the accents in complex sentences, to identify the nominative of address,

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District
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Tues.

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O'Reilly,
District
Inspector.

Tuan.

Geography.

the case in apposition, the objective relative, the compound relative, and all the other points which intelligent teachers know to be stumbling-blocks to their pupils.

A good deal of indifferent work is done in the teaching of Geography. Bad answering is especially to be found in the sub-heads. The teachers would greatly assist the children in the study of the latter portion of the Programme by more frequent recourse to physical aids in teaching. The definitions of geographical terms might be illustrated by pictures, not by maps of these features. In the Fifth and Sixth classes a globe should be used when explaining the definitions of the elementary terms in Mathematical Geography.

Agriculture

Too much mere book work is done in Agriculture. The ideal manner of teaching this subject can only be carried out where a farm or cottage garden is attached to the school. The illustrations in the text-book are not large enough to strike the pupils forcibly; and they want colour as well as size. Charts of the more uncommon kinds of cattle and fowl treated of in the text-book would be a great help to teachers in this respect. Many of the pupils in this district never see wheat; few of them have ever seen flax. If consistent with the regulations of the Board, the plants not used in the neighbourhood, tillied in a small edging round the play-ground by the pupils who have to answer in these crops would be an invaluable aid in the study of them. Common grasses should be identified and collected by the pupils: specimens of the rarer ones not easily found in the locality could be sought for by the teacher, and used in his lessons.

Cookery
and
Laundry.

Within the past few months a course of lectures has been started in Laundry and Cookery under the direction of the Royal Irish Association for the Training and Employment of Women. The Laundry classes have been already finished. The course is interesting to the children, and has, I believe, made a very favourable impression on the teachers and managers. The syllabus, which is as extensive as could be carried out in the time allotted for the course of lectures, has been thoroughly mastered by the pupils. One imperfection in the course is the insufficient attention paid to men's linen, which should occupy more of the time spent at the Laundry work. Shirts with collars and cuffs could be treated in one of the earliest lectures, and when the principles underlying their preparation have been fully mastered by the pupils, and well-finished specimens done by the teacher shown as models to the children, the latter could bring, for inspection and criticism, to each of the subsequent lectures of the course an article or two of this class done by themselves at home.

The Cookery classes are at present in operation. They generally add to the attendance at the school on the day on which the lecture is given. The materials of the lesson are supplied partly by the managers, and partly by the pupils. The selection of dishes suits the generality of National school pupils, and only those utensils are used which are to be found in any ordinary country home.

I am, Gentlemen,

Your obedient servant,

L. O'REILLY.

The Secretaries,
National Education Office.

General Report on the Bailieborough District by J. C. ROGERS, B.A.,
District Inspector.

Mullingar, December, 1899.

GENTLEMEN,—In compliance with your instructions I beg to submit my report on the Bailieboro' district, of which I was in charge from 1st January, 1893, to 31st January, 1899, and on the Mullingar district, to which I was transferred during the current year. Both districts are essentially rural, and their main characteristics are the same, yet, shortly after my transfer from Bailieboro' to Mullingar two points of dissimilarity impressed themselves on me. The first and most striking was in connection with the character of the school buildings. In the Bailieboro' district a steady improvement in the school-houses has been going on for many years, and during a quite recent period over thirty vested buildings have been erected by clerical managers, often at great self-sacrifice and personal inconvenience; and, except in a few cases, in most of which grants have been applied for, the character of the buildings is excellent, and the laws of sanitation have been carefully considered. In my present district the character of the school-houses is, on the whole, poor. Most of them have been built without State aid, and insufficient attention was paid to the laws of hygiene, when they were being erected. It is, consequently, difficult to ventilate the school-rooms effectually, especially in bad weather, and the sanitary arrangements are usually far from perfect. The managers have, however, shown themselves willing to make all possible alterations, and very considerable repairs have recently been undertaken. Arrangements, also, have been made to supersede the more unsuitable buildings.

The second point of dissimilarity between the two districts which appealed most forcibly to me was in connection with the personnel of the teaching staff. In my present district the head of a school is distinctly a teacher, and not a cycle or insurance agent, or the owner of a farm with a school attached. There is no divided interest, and but little to withdraw his attention from the arduous duties of his profession. The result is that his whole energies can be directed to the improvement of the school.

In the rural portions of both districts the teachers suffer considerably from a want of mental stimulus and literary surroundings, especially where there is a direct interest in farming operations; and, notwithstanding all statements to the contrary, the ordinary country teacher is not a reading man. He rarely reads anything except the *Teachers' Journal* and the weekly newspapers, and, in numerous instances, this admission has been made to me. Among these teachers there is a deterioration steadily going on. No new methods of teaching are attempted, and the dull routine of every-day school life drags along unrelieved by any gleams of fresh thought or fresh interest. It is, therefore, with but little surprise that I sometimes hear a middle-aged teacher wondering why he is unable to teach his school as successfully now as in former years.

The founding of school and parochial libraries would, I believe, do much to alter this state of things. The lack of information as to what books to buy, and the difficulty of procuring books, except by purchase, is, in many cases, the cause of the non-formation of a taste for reading.

Teachers' Associations might, I believe, do much to introduce new ideas and advance the science of pedagogy if, at their periodic meetings, questions bearing directly on methods of teaching were discussed; if experiences were compared; and if the successful teacher

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of
Bailieboro'
and
Mullingar
Districts.
The school-
houses.

The teach-
ing staff.

Effect of
the want of
literary
surround-
ings on the
teacher.

Lack of
school and
parochial
libraries.

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Bogers, B.A.,
Dublin
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Failure of
Teachers'
Associations
to aid the
teacher in
his work.

Want of
a adequate
preparation
by teachers.

communicated the causes of his success to his less fortunate brother. In a few instances I have induced some of the more prominent teachers in these associations to introduce something of this kind, but the experiment was not attended with much success, and was abandoned, owing, it was stated, to the lack of interest taken in the discussions by the ordinary teacher.

One of the chief causes of the lowness of the proficiency in many schools is the failure of the teacher to make adequate preparation before school hours for conducting the school efficiently; and the work of the day and the strain on the teacher are enormously increased by this omission. The use of Lesson-tables is almost universally ignored, and the teacher is often unaware of the particular lesson each class is reading. No preparation of the lesson has been made, and the book used by the teacher is taken from some pupil in the class. No selection of the questions he is going to ask, or of the illustrations he is about to use has been made: these have to be thought of as he goes along; and, when it is remembered that while he is instructing the draft immediately before him, he has to superintend the general work of the school, it is not to be wondered at that his questions are not thorough and judicious, or his illustrations suitable. Such a lesson must be of a very inferior kind: the teacher is attempting what is beyond his capacity, namely, explaining and illustrating subjects without previous consideration; and the strain on him in the performance of even this kind of teaching must be very heavy. It is not to be wondered at that he finds himself physically and mentally exhausted at the end of the day. The most efficient teachers rarely fail to make such preparations, and what they find necessary to do ought to be doubly necessary in the case of those who are endowed with only moderate ability. Several teachers have stated to me that they put all thoughts of teaching away from them from the time they lock the school door in the evening until they open it again the following morning, and the character of the answering on the day of the examination usually verifies their statement. On the occasion of an incidental visit I sometimes examine the pupils on the lesson they have just been taught, and the teacher is often surprised at the partial character of his instruction. There are, of course, notable exceptions to this rule, but my experience leads me to believe that in country districts 80 per cent. of the teachers make no adequate preparation for the work of teaching.

The neglect
of Lesson
tables.

Married
female
teachers.

I believe that Lesson-tables should be carefully drawn up, and that preparation for work should be made in the evening by teacher as well as by pupil.

The presence of young, married, female teachers in the schools is a serious drawback to the educational interests of certain localities, and I am strongly of opinion that, as in other branches of the Civil Service, resignation ought to be demanded from female teachers on their marriage. So serious a drawback is this felt to be by some managers that resignation on marriage is made a *sine qua non* condition to the appointment. Local influence, however, is sometimes too strong for the manager, and, for the sake of peace, he is led to subordinate his better judgment to the wishes of those among whom he has to live. I believe that a large percentage of the managers would gladly welcome legislation on this subject.

Improvement in the
teaching
staff.

Year by year a steady improvement in the teaching staff is observable. Young, trained men and women, with new ideals and traditions, are superseding old or inefficient teachers. The Training Colleges also are doing good work for the country teacher, not only

by increasing his knowledge, but by introducing him to ideals and phases of life and comfort with which he was unacquainted; but, so far as instruction in conducting a school efficiently is concerned, I think that much is still to be desired. Candidates appear to me to leave their Colleges prepared to teach subjects and classes, but insufficiently instructed in organization; and if the work done in the Training College could be supplemented by a further course of instruction in organization, in the school of which the candidate has charge, very much better results would be obtained.

The decision of certain managers to appoint to vacancies none but trained teachers is having a most beneficial effect. Classed teachers and monitors who lack the ability to enter the Colleges are thereby excluded, and the appointment of young men and women, whose nomination to a school is a calamity to themselves and the locality, becomes an impossibility. The handing over of schools to monitors on the completion of their five years' course is greatly to be deprecated, and no schools are more poorly taught than those in which such appointments are made. The recent action of the Commissioners in promoting teachers for efficient service has undoubtedly given an impetus to the teaching in many schools, and I have noticed a steady improvement in the quality of the answering in cases affected by the new rule. In these instances it is evident that much better work could have been done by the staff, and I am led to believe that if the retention of First Class salary depended directly on highly efficient service, the usefulness of many of the schools now taught by nominal First Class teachers would be increased.

Considerable injury has been done of late years by the injudicious promotion of pupils, and several teachers have destroyed the efficiency of their senior division by this course of action. The reasons for these injudicious promotions are various. Sometimes they are made by the teacher in order to prevent the parents of the pupils from ascertaining that the children have not reached the required standard at the annual examination. At other times the parents bring pressure to bear on the teachers—non-advancement with the rest of the class being looked on as carrying a kind of stigma—and the threat of removal to a neighbouring school is used if their demands be not complied with. In too many instances a little local popularity has been purchased at the expense of the efficiency of the school. In these cases one of two things must occur: the pupil incorrectly promoted must derive but little benefit from the class teaching, or the time of the class must be wasted, and its members kept back, on account of two or three of its worst pupils. In these schools it is not unusual to find a boy in Sixth Class who is unable to pass in the requirements of Fourth.

There is also a growing tendency to promote the infants to First Class at too early an age; and though the effects of this are not observable in First and Second Class, in subsequent years it tells very severely against both teacher and pupil, when the brain of the latter is not sufficiently matured to grasp such abstract subjects as Grammar, and some of the Arithmetical processes demanded in Fourth Class. In the case of such promotions, even in good schools, it is frequently found necessary to retain the pupil in Fourth Class for a second year, and this has a bad effect on a child who may have more than average intelligence, but whose faculties are not sufficiently developed to understand Grammar, Agriculture, or some Arithmetical operations.

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Rogers, B.A.,
District
Inspector,
Mullingar.

Influence
of the
Training
Colleges.

Decision of
managers to
appoint
none but
trained
teachers.

Injudicious
promotion
of pupils.

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the State of
National
Education.

Mr. J. C.
Rogers, B.A.,
District
Inspector,
Mullingar.

Influence of
the new
Readers on
promotion.

Effect of the
publication
of the
Revised
Instructions
to
Inspectors.

Reading:
its want of
style.
The causes.

Want of
intelligence.

The introduction of some of the new Readers has tended to aggravate this. Their compilers have either been unacquainted with the practical working of the Commissioners' Programme, or have sought to please the teachers by making the Infant and First Book fatally facile. In more than one of the series generally adopted this is the case, and neither the Primer nor the First Book contains enough matter, or matter sufficiently difficult, to occupy the energies of the pupil for the Results year. The books are read through and learned by rote long before the year has expired, and the pupil and his parent look for a higher Reader in the series, with a corresponding transfer to a higher class. Some teachers have sought to meet this difficulty by adopting a second set of Readers in these classes, but this arrangement has its obvious disadvantages. The rendering of the Readers too easy in these classes has another serious drawback, for the pupils arrive in Second Class insufficiently prepared, and the work which ought to have been done in First Class has to be done in the Second and succeeding classes.

The publication of the "Revised Instructions to Inspectors with reference to the Results Examination" has done much to lower the quality of the answering in schools taught by lazy or negligent teachers. The minimum requirement which will be accepted for a "mere pass" is now known, and becomes the maximum standard to be reached. The Instructions to Inspectors supersede the ordinary Programme, and the sub-heads, which carry no fee, but which are frequently as important from an educational standpoint as the pass mark, are neglected or taught only in a perfunctory manner. With the exception of poetry, I have practically never heard a lesson given in any of them during the numerous visits I have paid to the schools.

As no alteration has taken place in the Commissioners' Programme in most of the ordinary subjects, and as my views and the circumstances of the districts have undergone no change since I wrote my last report, I think that it would be undesirable to repeat what I then wrote. I shall, consequently, deal in detail with only a few of them.

In both my present and my former district the Reading is poor, being neither distinct nor intelligent. Verbal accuracy and fluency are sought, but most of the teachers appear to be satisfied when these are attained. Distinct enunciation and emphasis are rarely aimed at, and the result, in many instances, is that a stranger is unable to understand what the pupil is saying, and the pupil is unable to understand the meaning of the passage he reads. This poor result may, to a great extent, be attributed to a low standard of reading among the teachers, if the Reading heard on the day of examination, as the teacher reads Dictation to the pupils, be accepted as a sample of his usual style. Most of the teachers seem to see no faults in the Reading; they have, as long as they can remember, been accustomed to nothing else, and are surprised when their attention is drawn to defects they never noticed. Another cause of this poor style is the failure of the teachers to read aloud to the class. It is not sufficiently recognized that Reading is largely an imitative art, and few teachers impress their style on the pupils; in very few schools is there any marked individuality noticeable. Similar remarks apply to the way in which the poetical pieces are repeated.

The greatest defect in the Reading, however, is its want of intelligence, and the failure of the pupil to grasp the meaning of what

he reads. His vocabulary is very limited, and it is greatly to be regretted that but few efforts are made to enlarge it. The practice of getting him to commit to memory the meaning of the words given at the head of the lesson is of little use, for the explanations being, in many instances, as difficult as the words explained, convey no meaning to him. I think that the teaching of this most important subject ought to be insisted on, for it lies at the very foundations of all intelligent literary instruction, and is the basis of all self-culture both during and after school days. Its omission seriously militates against successful teaching in all the senior classes, for the pupils are able to give but little aid to the teacher, and, when they leave school, are unable to still further prosecute their studies. Its ill effects are very observable in the case of the candidates who annually present themselves for training, many being unable to explain or understand the meaning of a simple passage of ordinary English prose.

Want of time is the excuse most commonly given for the defect as regards Explanation. The excuse, however, does not appear to be a valid one, for I find that, in those schools where the Reading is most intelligent, time is found for all the ordinary subjects, and for extras as well.

I am sometimes told that the pupils are acquainted with the meaning of what they read, but are unable to put their ideas into words. I find, however, that, in most instances, this is a fallacy, for, when pressed for an answer, the pupil either gives one which is manifestly incorrect, or admits that he is unacquainted with the meaning of the word.

This want of intelligence is not confined to the Reading; it is a defect very observable in the way in which the home tasks are learned. I frequently am present during the hearing of these, and am surprised, not only at the amount of the matter learned by the pupils, but at the accuracy with which it has been committed to memory. The pupils seem to me to do, in this instance, their portion of the work thoroughly, and, I am sorry to say, that in but few instances is this supplemented by the teacher.

Home tasks
in-
sufficiently
explained.

There is, I am glad to say, a growing inclination on the part of the teachers, particularly of the younger men, to recognize the importance of this part of their duty, and to adequately discharge it.

In some schools Arithmetic is carefully and intelligently taught, and the recent issue of new cards by the Commissioners has had no appreciable effect on the answering in any class in such schools. In others the instruction is of a very poor description: vicious methods of calculation are acquired in the junior classes, and are carried by the pupil through the entire school course. In these schools the "doing of a sum consists in the application of a formula learned by heart, and applied with very little exercise of the reasoning faculties. In such schools the examples given are mainly those obtained from the Commissioners' cards, and the recent change has had most disastrous effects, few of the pupils passing in the subject. Between these two extremes the great majority of the schools is placed. In nearly all, attention is given, in the senior classes, to this subject out of all proportion to that bestowed on other equally important branches of the school curriculum; and the universality of this preponderance makes me think that the course in the senior classes is too extended for a Programme which is supposed to be framed for the primary education of "The Poor of Ireland."

Arithmetic.

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National
Education.

Mr. J. C.
Rogers, B.A.,
District
Inspector.

Mullingar.

Test cards.

Mental
Calcula-
tions.

Spelling.

Needle-
work.

Extra
subjects.

Accounts.

The widely extended abuse of test cards, which, in many instances, are superseding the use of text-books, is doing considerable harm, and is, I believe, lowering the proficiency in the subject.

It is to be regretted that Mental Calculation is so much neglected. The subject is of both educational importance and practical utility, but, as it carries no fee, it is rarely taught, and on the Time-tables provision is seldom made for it. When properly conducted the lesson is popular, and does much to develop the intelligence, arouse the energies, and foster accuracy and quickness of thought.

The requirements of the Commissioners' Programme in Spelling are, as a rule, carefully observed. In the junior classes, in any fairly taught school, there are few, if any, failures; and in Dictation, when the exercises are carefully supervised, and the pupils are required to learn the corrections, a high standard of efficiency is attained. The schools, however, are not turning out good spellers, and the Letters of the pupils amply prove this. The ordinary words in their very limited vocabulary are frequently mis-spelled, and, I think that if the present Dictation Exercises were supplemented by a small spelling book containing only the words used by pupils in their intercourse with each other, much would be done to eradicate the gross errors into which even the senior pupils frequently fall.

Needlework in its various departments, with its kindred subject—use of Sewing Machine and Dressmaking—is, year by year, being more carefully taught, and, in the Mullingar district the Cutting-out is usually done on scientific principles, the charts used being generally the property of the pupil. The specimen garments exhibited on the day of examination are neatly executed, and the formation of Industrial Exhibitions is doing much to foster this branch of educational work, by exciting a spirit of emulation in both teacher and pupil. Many of the garments exhibited to me during the current year had been awarded prizes at these exhibitions.

Very few extra or optional subjects are taught in either my former or present district. Irregular attendance and a disinclination on the part of the pupil to come to school before school hours, or to remain after them, militates very considerably against the teaching of extra subjects. Occasionally a few boys are presented in Geometry and Algebra, and usually with satisfactory results. In a few schools Drawing is taught, and the substitution of charts for the copy-books hitherto used is tending to raise the proficiency in the subject, especially in the case of the senior pupils. Vocal Music is taught with only moderate success. The pupils in Second, Third, and Fourth Classes are generally well prepared, but in Fifth and Sixth Classes corresponding progress is not made, and very few pupils, on the conclusion of their course, have acquired any considerable degree of proficiency in the subject. Book-keeping is not well taught; the pupils, though fairly acquainted with the text-book, having no practical grasp of the subject.

The school accounts are, on the whole, neatly and accurately kept, and the recent circulars on the subject, are doing much to eradicate most of the petty falsifications which existed in a few schools.

I have the honour to be, Gentlemen,

Your most obedient servant,

J. C. ROGERS,

District Inspector,

The Secretaries of National Education.

General Report on the Galway District by Mr. W. H. WELPLY, B.A.,
District Inspector.

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National
Education.

Galway, November, 1899.

Mr. W. H.
Welply,
B.A.,
District
Inspector.
Galway.

GENTLEMEN,—I beg to submit for the information of the Commissioners a general report on the condition and prospects of primary education in the Galway district.

The boundaries of this district have undergone alteration since I furnished a similar report three years ago. There were then 137 schools in my charge, as compared with 146 now.

Extent of
district.

Towards the end of last year nine schools situated along the northern and western shores of Lough Corrib were transferred to me from the Tuam district, and one school at Kylemore from the Westport district. The Belclare Male and Female Schools were, however, at the same time, included in the Tuam district, and Islandeddy School, near the eastern extremity of Galway Bay, in the Gort district. A new school has been built at Sabruck, and the old Outquarter Mixed School in Arran Island has been replaced by two new vested schools.

The 146 schools may be classified as follows:—

- 5 Convent schools.
- 138 Ordinary schools.
- 3 Poor Law Union schools.

Classifica-
tion of
schools.

The great majority of the school buildings are in a satisfactory condition, both as regards comfort and repair, and the number of unsuitable school-houses is steadily, if slowly, diminishing. Bad school-houses still exist at Shrute, Cornamona, Knockbane, Annaghvane Island, Inishbarra, Inishtrawar, Knock, Inishturk, Errislannan, Goulane, Nun's Island Monastery (Galway), Inislacken, and Roundstone—fourteen cases in all—but, in nine of these, applications for aid to build new vested schools are actually before the Board, and I have strong hopes that, in the near future, a similar course will be adopted in the remaining five.

School
buildings.

I regret to state that only in some eleven instances has much been done towards the cultivation of flowers and shrubs in the margins of the school plots, but the results in these cases are very gratifying, both as regards the tasteful appearance of the premises and in their refining effects upon the pupils. A little book dealing with this subject, and giving practical information to the teachers, should prove useful on the Board's list.

Evidences
of taste in
school
premises.

The managers, with three exceptions, are clergymen of the Roman Catholic denomination. As a rule they display considerable interest in the welfare of their schools, which they visit regularly.

Managers.

At no time, in my opinion, could school fees in the rural portions of this district have formed a large portion of the teachers' stipend, but it is regrettable to find, as I do sometimes, that, since the abolition of these fees, some parents have come to consider it a favour to the teachers to send their children to school at all, where they expect them to be supplied with books, copy-books, and other materials gratis.

School fees.

As a general rule fuel is provided by the pupils, and it is not uncommon to see them of a morning carrying along with their books their daily contribution of peat.

Fuel.

Reports on
the State of
National
Education.

Mr. W. H.
Wells,
R.A.,
District
Inspector,
Galway.

Compulsory
Education
Act.

Reading.

Writing.

Arithmetic.

Mental
Arithmetic.

The Compulsory Attendance Act has been very recently put into force in Galway, but beyond casually learning that the unaccustomed scarcity of "caddies" upon the local golf links is attributable to this cause, I have not had an opportunity of judging of its effects.

I had occasion, two years ago, to give it as my opinion that for twenty years no more important regulation had been made by the Commissioners than that by which knowledge of the meanings of the words and phrases of the Reading lessons became merged with Reading proper into one subject, upon which, thenceforward, marks were to be assigned; and the results have not disappointed my expectations. I think I can perceive a general advance in Reading as regards style and intelligence. The teachers, as a body, have adapted themselves to the new conditions, and the meanings of words and phrases of the Reading lessons now receive more or less attention in every school. Sometimes the narrow and unprofitable method of teaching the meanings of individual words has been adopted, and enterprising persons have compiled glossaries of such words to suit each class. So long as the use of one series of Readers was universal the employment of such means was likely to increase in any but well taught schools, but the introduction of several series of Readers has made the market for this kind of wares uncertain.

Great diversity is to be found in the teaching of Writing. In some schools nothing but praise is due for the excellent imitation of the head-lines on the part of the pupils, and the effective supervision of this branch by the teacher; in others I find little or no trace of supervision, the head-lines badly imitated, and the writing careless and slovenly. Of Letter-writing I cannot, in general, speak highly. It used to be a custom, not yet entirely eradicated, to give the pupils little practice in this art until a month or two before each annual examination, when a series of Letters were written off hurriedly in order to present the requisite number to the Inspector on the occasion of his visit. I have, fortunately, been enabled to make a considerable number of incidental inspections each year, and I made it a custom at these to examine in some detail the written exercises, and in this way was able to satisfy myself as to the progress or want of progress in Letter-writing. Again, pupils' Letters are frequently found to be defective in form, in diction, and in spelling. Judicious use of the blackboard for exemplification should obviate all defects in form, and careful correction, with systematic setting of these exercises throughout the year, should reduce to a minimum errors in other respects.

Arithmetic is too much taught by means of test cards, too little by the intelligent use of the blackboard. It is all too common to see a class in draft at this subject have question after question dictated to it by the teacher without any recourse to the blackboard, or any appeal to the principles upon which the questions are worked. Floor lessons and desk lessons are thus exactly alike, whereas they should be largely complementary, the pupils putting into practice in desks the principles they have been taught on the floor.

Mental Arithmetic continues to receive scanty attention on the whole, and will so continue until it is raised from the status of a sub-head in the Results Programme to form an integral portion of the subject upon which the mark in Arithmetic is assigned. In short it must be treated in precisely the same way as Explanation of Reading has been treated. In my opinion, no pupil of First, Second, or Third classes should be permitted to pass in Arithmetic without displaying an adequate knowledge of arithmetical tables, and Mental

Arithmetic in the Fourth and higher classes should be merged with the subject proper.

Spelling is well taught in the junior classes, and the best results have followed upon the inclusion of phrase spelling as a factor for determining the mark in First and Second classes. In the higher classes teachers frequently rely too much upon Transcription, which they do not correct. A striking example of this occurs to my recollection. The Results Examination of a certain school took place in August, and I visited it incidentally in December, to find in one of the senior classes that, up to the day before my visit, not a single exercise in Dictation had been given in this interval of four months. The Transcription exercises were tolerably numerous, but they had not been supervised.

Work of this kind is valueless. It is easy to set pupils to copy out passages from their Readers, and the labour becomes very light indeed when there is no subsequent supervision; but this is not education, it is only a means of marking time.

Dictation, therefore, seems to be liable to the same abuse as Letter-writing: sometimes half the year is allowed to elapse without any practice in it.

Grammar is, in this district, the subject in which, perhaps, the largest percentage of failures occurs. The instruction imparted in it varies considerably in quality. In good schools I find the pupils' intelligence always evoked at a Grammar lesson—they are made to think. In an indifferent school there is very little appeal made to their intelligence. A good teacher, too, selects the passages for parsing with skill and judgment, in accordance with the requirements of the Results Programme, and he corrects the written exercises systematically. In a bad school the passages are not carefully chosen, and it is not unusual to find children of Junior Fifth class making futile attempts to parse sentences quite beyond what they are expected to meet at a Results Examination. When I find, in such exercises, "there" parsed as a possessive pronoun, and "thither" as a regular verb, without note or comment on the part of the teacher, I am forced into unfavourable conclusions regarding the value of the instruction in Grammar in such a school.

The teaching of Geography is too much limited to pointing out places on the map, and I endeavour to obviate this as far as possible. In Third class, at least half of my examination in this subject involves no pointing at all. It is to be feared that the junior pupils have often no adequate idea of what it all means. I recently asked a girl of Third class, during her Geography lesson, to show me on the map of The World the whereabouts of her native place, a well-known village in this county, and she gravely indicated the middle of the Indian Ocean; and I have frequently been surprised to find pupils at schools in full view of parts of the Atlantic profess they had never seen that ocean except on the map.

Agriculture is fairly taught, on the whole.

Efficient instruction is, generally speaking, given in Needlework, in which I have endeavoured to make the use of coloured thread universal. Progress in this branch is, however, often impeded in the poorer localities by scarcity of suitable materials: the parents are too poor or too negligent to supply them, and the teachers are sometimes very naturally reluctant to incur the expense of doing so. The result is that I occasionally find children working buttonhole after buttonhole on what is no better than a dirty piece of rag, or

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Mr. W. H.
Walsh,
B.A.,
District
Inspector,
Galway.
Spelling.

Grammar.

Geography.

Agriculture
Needle-
work.

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the State of
National
Education.

Mr. W. H.
Wells,
District
Inspector,
Galway.

Extra and
optional
subjects.

covering it with lines of stitching. It is, in my opinion, a matter for consideration whether a small annual grant for Needlework materials to schools situated in the Congested Districts might not be very usefully expended.

The following table sets forth the extra and optional branches taught in the district during the twelve months ending 30th September, 1899, with the number of schools in which each was adopted:—

Subject.	No. of Schools in which taught.
Drawing,	25
Irish,	22
Book-keeping,	18
Algebra,	11
Geometry,	10
Sewing Machine with advanced Dressmaking,	8
Kindergarten,	6
Vocal Music (Hallab),	4
(Tonic Sol-fa),	2
Physical Geography,	2
Cookery,	2
Instrumental Music,	2
French,	1
Hygiene,	1
Domestic Economy, &c.,	1

Drawing.

I am pleased to be able to report that the number of schools in which Drawing is taught is increasing.

Alternative scheme.

The Alternative Scheme for Sixth class girls is still taken up in twenty-six schools.

Teachers.

Exclusive of the Convent schools, the teaching staff of the district consists of one unclassified, and 140 classed, principal teachers, forty-five assistants, and four workmistresses.

The following table shows the classification of these teachers:—

CLASS.	MALES.		FEMALES.	
	Principals.	Assistants.	Principals.	Assistants.
I.	5	—	5	—
I*.	11	1	10	2
II.	39	4	30	9
III.	17	8	23	21
Totals,	72	13	68	32

Of these 185 teachers, ninety-two have been, and three are being, trained.

Of the zeal and earnestness of many of the teachers I can speak with appreciation; but it would be merely indiscriminate eulogy to refer in these terms to all. Some, no unimportant number, I regret to state, appear to take but little interest in their work, to the performance of which they seem to require unending stimulation in the varied forms of admonitions, reprimands, and worse punishments. From the time of leaving school one day to the hour of entering it the next, I fear they give no thought to preparation, to self-improvement, to furthering what is, after all, their main calling

in life; some few even take up work outside school hours that accords but ill with the profession of teacher, such as newspaper correspondence, or cycle agencies.

As regards keeping of school accounts, it is regrettable to find so much laxity, occasionally so much dishonesty. From time to time, I have not only been obliged to notice errors in accounts arising from great carelessness, but also those to which that extenuation could not be accorded.

A special form of falsification of accounts that has come prominently under my notice is the suppression at Results Examination from the Inspector's marking paper, of the names of pupils who have made 100 attendances or upwards during the Results period. One or more pupils may be unlikely to pass creditably, and so lest their probable bad marks should detract from the appearance of efficiency of the school, such pupils' names are sometimes omitted, and the risk taken that, in the hurry of the examination, the accounts may escape the often long and wearisome check that enables an Inspector to detect these omissions.

The Commissioners' regulation of 1899, whereby both absences and presences are each denoted by a distinctive mark on the roll, a course recommended for adoption in the English schools by Mr. Matthew Arnold in 1872, is, in my opinion, a wise and necessary one.

In concluding my remarks upon the subject of the school accounts, I feel once more impelled to point to the great imperfection that still exists in our system in that regard. I allude to the haphazard way in which the ages of pupils are ascertained in our schools. A child comes to school for the first time; he is duly enrolled, receives a register number, and has an age assigned to him by the teacher. In most cases these ages are incorrect, and in very many they are seriously wrong. Consider the case of an infant of six years on admission. As often as not, his age in the register will be put down as four, and he will, in all probability, remain in the Infants' class until he attains the official age of eight. He arrives in the First class at the real age of ten, and in the Fourth at thirteen, whereas, in reality, he should have passed through the Senior Fifth class at the latter age. It may seem extravagant to assign so long a period for pupils' stay in Infants' class, but I may be permitted to cite a concrete example:—Pupil was admitted to a certain school on 5th June, 1893, and made 118 attendances in Infants' class up to 31st January, 1894, the end of the Results period, but did not attend the examination; 120 to 31st December, 1895, and again failed to attend; 141 to 31st January, 1896, and obtained No. 2 pass; 195 to 31st January, 1897, No. 1 pass; 205 to 31st January, 1898, No. 1 pass, or 779 attendances in nearly five years, during which this child was occupied in learning the first sixteen pages of the First Book. This pupil was certainly over three years on admission. The case is not an isolated one, for scores of similar instances have come under my notice, and been referred to the attention of the Education Office.

Circumstances connected with a particular school in this district led to the investigation of a number of ages of pupils in the autumn of 1898, and it was then found that out of seventy cases in which doubt was cast upon the correctness of the official ages, sixty-seven were actually considerably under-estimated. It is a question, therefore, whether, on the grounds of public utility, as well as on the

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Mr. W. B.
Wetly,
R.D.,
District
Inspector,
Galway.

School
account.

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Mr. W. H.
WELSH,
B.A.,
District
Inspector,
Galway.

indefeasible claim of accuracy, the age of every pupil should not be correctly determined on his enrolment in a National school, just as it is for admission to the examinations held under the Board of Intermediate Education; and when it is remembered how few of our pupils, comparatively speaking, ever advance beyond Fourth class, this question of ages assumes a seriousness and a gravity worthy, in my opinion, of the most careful consideration on the part of those entitled to deal with it.

I am, Gentlemen,

Your obedient servant,

W. H. WELSH.

The Secretaries,
Education Office,
Dublin.

Mr. W. P.
Headen,
B.A.,
District
Inspector,
Dublin.

General Report on Dublin, No. 3 District, by Mr. W. P. HEADEN, B.A.,
District Inspector.

Dublin, December, 1899.

GENTLEMEN,—In compliance with your instructions, I have the honour to submit my general report on the state of elementary education in my district for the year ended 30th September, 1899.

My last general report referred to the year 1896, and since then there has been no change in my district, so far as regards its area or the social and industrial conditions of its population. The number of schools in operation during that year was 120, consisting of 106 Ordinary schools, ten Convent schools, two P.L.U. schools, and two Evening schools. During the year for which this report is written, the number was 129, consisting of:—

114 Ordinary Schools.
10 Convent "
2 P. L. U. "
3 Evening "

129

It will thus be seen that nine new schools were added meanwhile. These are as follow:—

1 St. John's United Infant to which Grants were made from	1 : 1 : '97
2 Rathmines Township, Male " "	1 : 1 : '97
3 Kili Male, " "	27 : 7 : '97
4 York-street, " "	23 : 8 : '97
5 Pembroke-street, " "	1 : 11 : '97
6 Inchicore Model Male	} Transferred to my District from District 46 on 4 : 11 : '98
7 " " Female	
8 " " Infant	
9 " " Evening	

The aggregate average attendance at these schools, in round numbers, is 500. Two of them, York-street and Pembroke-street, were opened

by Rev. G. Mahaffy, A.M., Rector of St. Peter's, whose zeal in the cause of primary education is eminently practical and conspicuous, in order to bring the opportunities of moral and intellectual instruction within the reach of localities that had been hitherto ill-favoured in this regard, and I am pleased to state that his work has been crowned with complete success.

The distribution of the schools throughout the district is judicious, and up to the present it has adequately met the requirements of every locality both in town and country. Having regard, however, to the very large number of children, between the ages of six and fourteen—exceeding 10,000, I believe—who have hitherto, through poverty, neglect, or crime, succeeded in making not one single attendance at school each year, in the city of Dublin, it is most likely that the accommodation afforded by the city schools will prove inadequate, if any reasonable measure of success attends the administration of the School Attendance Committees lately appointed.

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Mr. W. P.
Harden,
B.A.,
District
Inspector.

Dublin.

Distribu-
tion.

With very few exceptions, the school-houses of this district are maintained in good order and repair, and there is not a single one at present in town or country to which out-offices are not attached. I have found the managers on all occasions, with scarcely an exception, most willing to paint and whitewash, to replace old furniture and fittings by new ones of the best type, and to enlarge and make structural improvements when necessary. As a few instances I may mention that since my last report the manager of Hollywood M. and F. National Schools has provided both with handsome new desks, and by dashing, painting, &c., has much improved the external appearance of the school-house. The same manager has expended a large sum in the erection of a much-needed and well-appointed class-room at Ballymore-Eustace Infant National School. At Blessington the manager has contributed greatly to the comfort of the children and teacher, as well as to the appearance of the school-house, by the erection of a spacious porch around the door of the boys' school, and he has had both the boys' and girls' school-rooms very handsomely painted. In several other of my rural schools works of a similar kind have been executed from time to time, as required. In the city the same excellent spirit prevails. At St. Peter's National Schools, New Bride-street, a sum of over £300 has been expended in providing new desks, and in otherwise improving and enlarging these important schools. Extensive sanitary and structural improvements to cost over £555 are in progress at present at St. Kevin's Female and Infant National Schools. At Warrenmount National School the entire play-ground has been set in concrete within the year, and a splendid shelter shed, extending the whole length of one side of the play-ground, and forming a most valuable adjunct to the equipment of this important school, has been erected. These are a few examples of the work being constantly done by the managers of this district in the interest of their schools. One new school-house has been erected since the date of my last report, viz., Naas Convent National School. This is a fine building, which, when completed, will cost over £2,000. It consists of two departments—Infant and Senior—and it has an extensive play-ground with shelter shed, &c. It is built to accommodate 400 children. Before concluding this paragraph, I may repeat a reference I made on a former occasion when dealing with the same topic. Though the school-houses are, as a rule, maintained in good order and repair, there is a conspicuous absence, in

Houses.

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Mr. W. P.
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general, of everything calculated to ornament or furnish the rooms from the æsthetic point. The bare whitewashed walls are unrelieved by any decoration save the necessary maps and a few official tablets. Education is a gradual process, and many factors contribute to it; and the education which is imbibed without apparent effort, through the influence of circumstances and conditions, is more effective than that which is forced in by what we call *teaching*. Hence, the child is formed to habits of order, cleanliness, and economy of time, without the wasting of a word, if the school-room be well furnished in these respects. And hence, too, pictures, correctly drawn and coloured, illustrative of History, Geography, or Art, physical and scientific charts, models, charts of trades and manufactures, &c., ought to be suspended in school-rooms, according to the opportunities and circumstances of each. They furnish the walls, they are objects of interest to the children, they may, perhaps, contribute to form character and determine vocation, and, as in the case of Kindergarten, when they include specimens of the pupils' own work, they stimulate the efforts of the others more effectually than the best considered praise or blame of a teacher. In every case, of course, the Board should exercise a censorship in regard to decorations of this kind, just as it has always done in regard to the use of books.

Attendance.

I entered fully into the question of attendance in my last report. The circumstances and percentages in regard to number on rolls and average attendance are practically unchanged since then. It may be interesting, however, to note the case of Naas Convent National School, since the School Attendance Committee of that town took up the administration of the compulsory clauses of the Irish Education Act, in November, 1897. The average number on rolls during the Results year preceding that date, which ended on the 30th September, 1897, was 333·7, and the average daily attendance for the same year was 194·2, or 58·1 per cent. of the number on rolls. Again, the actual number on rolls on the day of Results' Examination was 339, and the number examined 178, or 52·5 per cent. of the number on rolls. The School Attendance Committee has now been at work for two years, and I find the corresponding figures for last Results year, which ended on the 30th September, 1899, to be as follow, viz., average on rolls, 352·7; average in attendance, 233·3, or 66·1 per cent.; number on rolls on day of last Results Examination, 337; number examined, 241, or 71·5 per cent. These figures, in every instance, approve the policy of the Education Act in respect of compulsory attendance. It is remarkable, too, that while the number on rolls is but slightly changed, the average attendance has increased by over 20 per cent., and the number examined for Results Fees by over 35 per cent. In dealing with this case I have left the male National schools out of consideration, as there is also a large Christian Brothers' School in the town; and, unless the alteration in the attendance, &c., at all these schools was included, the results might be misleading. It must be borne in mind, moreover, that this case exemplifies the application of compulsory attendance to urban districts only. In purely rural districts my experience inclines me to think that compulsory attendance is unnecessary, and that, if attempted, it will be found to be expensive and ineffectual.

Omitting the Convent, P. L. U., and Evening National schools, there are 114 principal teachers and 111 assistant teachers employed

in the 114 ordinary schools of this district. Their status in respect of classification and training may be seen from the following tables:—

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Mr. W. P.
Hodges,
B.A.,
District
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Dublin.
—
Teachers.

PRINCIPALS.

CLASS.	MALES.		FEMALES.	
	Trained.	Untrained.	Trained.	Untrained.
I.	8	—	8	—
II.	6	—	10	2
III.	13	6	21	14
IV.	1	1	2	—
V.	1	1	2	10
VI.	—	1	1	1

ASSISTANTS.

CLASS.	MALES.		FEMALES.	
	Trained.	Untrained.	Trained.	Untrained.
I.	2	—	5	2
II.	15	—	21	20
III.	—	7	2	38

These tables speak well for the qualifications of the staff of the district when compared with that of the average district in Ireland at present. 68 per cent. of the principals, and 40 per cent. of the assistants have received the benefits of a course of training; and, again, 68 per cent. of the principals, and 58 per cent. of the assistants rank in Second Class or higher. Speaking of them as a body, they have discharged their duties with commendable zeal, efficiency, and success during the past year; the relations between them and their managers have been of the most friendly and trustful character, and they have deservedly enjoyed the respect and esteem of the communities in which they live.

Proficiency.

Excluding the P. L. U., and Evening schools, there remain 124, viz., 114 Ordinary and ten Convent schools. Of these, eleven were examined during the past year by other inspectors, and the remaining 113, including all the Convent schools, were examined by myself. In these 113 schools, 3,513 infants were examined, all of whom, except forty-one, obtained passes in the Elementary Programme of instruction prescribed for them. 7,369 pupils enrolled in I. and higher classes were also examined in the same schools, and as I have kept a record, as usual, of the merit passes, mere passes, and failures

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Mr. W. P.
Hendon,
B.A.,
District
Inspector,
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assigned in every subject, I now present these results in the following table:—

	(a) Number of pupils examined.	(b) Number of pupils who obtained passes in ordinary subjects.	(c) Number of actual passes obtained.	Per- centage of (c) to (b).	(d) Number of "mere" or "B.C. 2" passes obtain- ed.	Per- centage of (d.) to (c.)	(e) Number of pupils who passed in Reading, Writing, and Arithmetic	Per- centage of (e) to (b).
All pupils, . . .	7,389	37,540	34,614	92.2	2,926	27.4	6,699	881
Senior Classes only.	2,739	15,290	14,667	95	4,914	33.5	2,388	871

Comparing this table with the corresponding one of my last report, it is pleasing to observe that the high degree of proficiency there indicated has been steadily maintained, and that so far as the literary education afforded on the lines of our present Programme is concerned, the general result is satisfactory.

I shall now refer briefly to a few of the more important subjects of the Results Programme.

Reading.

Since the date of my last report it has become the duty of the inspector to test each pupil's ability to explain the phraseology and more difficult words of the passage read, before assigning his mark in Reading. This has been a most important change, of far-reaching benefit to the pupil. It demands of the teacher himself a more careful preparation of the lesson; it demands of the pupil an intelligent understanding of the matter read. In the training for this the pupil is called upon to give expression to his thoughts, to translate into his own simple language the words and phrases of the book; and in schools where this training is effectually conducted, it never fails to make him ready and intelligent. I must admit that on the whole there has been very fair improvement in this important matter of intelligent reading; but it has not been so wide or so remarkable as one would wish. Various causes suggest themselves. Arithmetic is still the subject which engrosses the chief attention, and gets the most time from both teacher and pupil. Again, in the junior classes where the numbers are large, the Reading lesson consists mainly, if not wholly, in acquiring the mechanical art of Reading—a matter which is often difficult enough and needs abundant practice; while in the senior classes I do not always find that the teacher has a Reading Book of his own, with words and phrases underlined and marginal notes for ready reference; and no teacher can hope to have his pupils satisfactorily prepared for Results Examination, who does not annotate, with his own hand, and in his own Reader, the lessons of his Fourth, Fifth, and Sixth Class Books, and be ready each morning to discuss familiarly with the pupils of these classes the lesson for the day. It has often occurred to me that in neglecting Explanation, or treating it indifferently, the teachers lose a splendid opportunity of developing the general intelligence of their pupils.

Since the Board has allowed to teachers the liberty to select from amongst a list of over thirty different series of Readers, I find that they have exercised the privilege with much freedom. In some cases they have carried it so far as to have in use the Primer of one series, the Second Book of a different series, the Third Book of another series, and so on. I have not been able to convince myself

that the introduction of these new Readers has in any degree helped to improve the Reading. I recently examined a school in which two Readers were in use in each class, and while I noticed no proportional improvement in facility of Explanation, I certainly found the mechanical Reading inferior to what it had been in former years, when only one Reader was in use. I must add that in a good many schools repetition of poetry is treated very perfunctorily. I have the testimony of several most successful teachers, that the careful, accurate, and intelligent repetition of poetry is one of the most effectual aids to fluent and intelligent Reading; and I invariably find the Reading good in schools where repetition of poetry receives extra attention.

I consider the Penmanship of this district excellent on the whole, and I find the Letter-writing of Fifth and Sixth Classes making steady improvement. More attention is paid to correct form, construction of sentences, punctuation, use of capitals, and general appearance.

In regard to Arithmetic I have only to repeat the remarks I made in my last report, viz., that more attention is paid to this than to any other subject; but that the methods in many cases are faulty and mechanical. This has been clearly established by the results when a new set of official test cards was recently introduced. The questions on these cards are, on the whole, more easily worked than those on the set previously in use. They do not, however, ask the pupil merely to multiply or divide, &c., but are so framed as to require him to determine for himself whether it is a case for multiplication or division, &c. If, for example, I tell the pupils of Fifth Class, in the school where the teaching of Arithmetic is mechanical, that the wages of six men for a week amounts to £10, and ask them to find how much each man gets, I find them puzzled, not knowing how to proceed, generally making it an exercise in Proportion, and often going wrong; whereas, if I tell them to divide £10 by six they find the answer at once. The new set of cards has accordingly detected this mechanical teaching with fatal accuracy, and shown its deficiency by numerous failures. Expertness of calculation is of much importance, but it should be acquired sufficiently for practical purposes in the junior classes, while in IV., V., and VI. Classes the questions should appeal to the pupils' judgment, and should, as far as possible be set in the language of business and everyday life. I regret to report, also, that Mental Arithmetic does not receive sufficient attention.

The general proficiency in Spelling is satisfactory. In those schools where the subject is defective it arises from the following causes: insufficient practice in oral Spelling in the junior classes, and in the senior classes the passage for Dictation is selected at random, and is generally one which the pupil has not prepared; the exercise is not revised by the teacher, and the errors are not corrected by the pupil.

Grammar and Geography are, on the whole, successfully taught in my district. Grammar cultivates the judgment, and is formative; Geography cultivates the memory, and is practical. Both appear to me to be well suited for an elementary literary education. I do not know any exercise for a Sixth Class pupil so intellectual as the syntactical parsing of a fairly difficult passage. The course in the previous classes leads up to this in the most natural and gradual way, and in several of my schools the teaching in Grammar is the most truly educational in our present literary programme.

These are the ordinary subjects common to boys and girls, and obligatory in all schools. The numbers examined and the passes

Reports on
the State of
National
Education.

Mr. W. P.
Hendon,
R.A.,
District
Inspector,
Dublin.

Writing.

Arithmetic.

Spelling.

Grammar
and
Geography.

Reports on
the State of
National
Education.

Mr. W. F.
Hendon,
B.A.,
District
Inspector.
Dublin.

obtained in the other subjects—special and extra—are shown in the following table:—

SUBJECT.	Number of Schools in which taught.	Number of pupils examined.	Number of pupils who passed.	Per- centage of passes.
Agriculture,	22	328	260	79.2
Needlework,	76	3,442	2,305	67
Book-keeping,	24	470	347	73.8
Logic Sol-fa,	36	2,873	2,080	72.4
Hullah,	6	311	303	97.4
Drawing,	48	2,464	2,249	91.3
Geometry and Mensuration,	9	92	73	79.3
Algebra,	14	209	159	76.1
Dressmaking and Sewing Machines,	7	95	82	86.3
Cookery,	4	135	131	96.3
Domestic Economy,	2	67	43	64.2
Physical Geography,	3	33	23	69.7
Piano,	7	50	60	120
French,	2	11	11	100
Handcraft,	1	4	3	75
School garden,	1	11	9	81.8
Bee-keeping,	1	2	2	100
Type-writing,	1	7	6	85.7
Hygiene,	1	10	6	60
Kindergarten,	19	3,648	3,130	85.8

Agriculture.

I shall now refer briefly to a few of these branches.

328 pupils were examined by me in Agriculture during the year, and of these 260 passed, i.e., 79.2 per cent. These pupils belong to twenty-two rural schools taught by masters, and I consider the general result fair. The value of teaching this subject from a book is a matter of dispute; but as our schools are elementary, and as all the mental faculties and physical activities of children have to be trained and developed *pari passu* from the start, as agricultural operations in general are unsuited to the age of childhood, and do not lend themselves to systematised class instruction; further, as the children who learn Agriculture, and for whom the knowledge of this subject is intended, and is useful, are brought up in the country, and are familiar one way or another with every operation and every implement on the farm, it is not easy to see how time spent in a farm or garden during school hours can be so utilised as to contribute proportionately to the process of education. On the other hand, however, the book, which sets forth the rationale of every agricultural operation and fact, should be illustrated by reference to the farms and gardens of the neighbourhood, by collections and specimens of grasses, plants, seeds, &c., and this is what my teachers throughout the country set themselves to do with much care and interest in general.

As an Object Lesson to the children and the community, however, I should like to see adjoining every school-house in the country a neatly kept garden, well stocked with flowers and vegetables, towards which some encouragement might be extended in the shape of an annual prize.

Plain Sewing and Knitting continue to receive satisfactory attention. With scarcely an exception, the girls of every school in my district in which a female teacher is employed have each a work-bag containing materials for Sewing and Knitting. The distribution and collection of these bags occupies little time; the work contained in them gives ample occupation to the girls during the hour's lesson daily; they acquire good proficiency with the needle; they execute satisfactory specimens at the Results Examination; and every girl from Fourth Class upwards exhibits a garment, as required by the Programme, made entirely by herself during the year.

Vocal Music is now taught in forty-five schools of the district—Tonic Sol-Fa in thirty-eight, and Hullah's system in seven. At the time of my last report it was taught in thirty-four schools only—Tonic Sol-fa in twenty-six, and Hullah in eight. The results are creditable in all the schools.

I am specially pleased to note that Drawing is now taught with satisfactory general success in forty-seven schools, as compared with twenty-six at the time of my last report, three years ago. I have endeavoured in every way to encourage the teaching of Drawing in my schools. Next to Needlework it is the only branch of hand-and-eye training that can be introduced and kept up in every school without much expense or elaborate apparatus; and, more than Needlework, it forms the foundation of all technical instruction. I take the opportunity of stating here, again, what I have recommended on other occasions, that Drawing should be commenced in the Infant Class on checkered slates, continued in I. Class with more advanced exercises, and in II. Class on checkered paper, &c., instead of starting it for the first time with III. Class in ordinary schools, as we do now.

There are twenty regularly organised Infant schools and departments in the district at present. Drill and Singing were taught in all of these during the past year, and Kindergarten in all except one. 3,548 pupils were examined by me in Kindergarten, and of these 3,590 showed such skill and dexterity in handling the "gifts" as to merit a pass. The teaching is, for the most part, satisfactory; but in some schools it is occasionally delegated to monitors, who, though they take much interest in it, generally fail to grasp the purpose of the gift or occupation, with much consequent loss to the children. The proper teaching of Kindergarten is the work of a true educationist, and cannot be handed over to a mere amateur. I have in every case endeavoured to put a stop to this practice when it came under my notice.

It has been an excellent addition to our Programme to require the teachers of ordinary schools to train the pupils of the Infant Class in at least two "exercises." The exercises taken in my schools are, in general, Ball-frame and Object Lessons. With reference to the latter, I have occasionally found most intelligent teachers mistaken as to the nature of an Object Lesson. They confound Object Lesson with Picture Lesson. Again, I remember on one occasion, when I asked

Reports on
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National
Education.

Mr. W. P.
Hooden,
B.A.,
District
Inspector
Dublin.
Needle-
work.

Singing.

Drawing.

Infant
Schools and
Depart-
ments.

Infant
exercises.

Reports on
the State of
National
Education.

Mr. W. P.
Headen,
B.A.,
District
Inspector,
Dublin.

the teacher—a most energetic and successful one—to give an Object Lesson, he told me he had prepared “The Pen,” and after exhausting his subject by a few questions which the children answered at once, he informed me that he had not thought it necessary to “prepare” them on another during the year. In such cases I have pointed out that the whole purpose of the Object Lesson is to cultivate the observation of the children by making them handle the object, pulling asunder and putting together when admissible, and to encourage them to give expression to their own ideas and perceptions. Though knowledge is one of the chief aims of education, an Object Lesson should not, however, be made an “Information” Lesson merely, but rather a sort of mental gymnastic for the exercise of the faculties of perception, comparison, judgment, &c., as well as an occasion for enlarging the vocabulary and acquiring fluency in the art of speech, the conversation being carried on mainly by the children. I should like very much to see Object teaching made compulsory in all classes, the objects discussed being so selected as to suit the circumstances of the locality as well as the age of the pupils.

Monitors.

At the end of the year to which this report refers there were 133 monitors employed in the schools of the district, ranking as under:—

27	in 5th year of service.
23	“ 4th “ “ “
34	“ 3rd “ “ “
22	“ 2nd “ “ “
27	“ 1st “ “ “

All these are being efficiently trained for the profession of teaching, and are giving useful service in their schools.

I regret that my official connexion with this district is to terminate on the 1st March next. I found it in a healthy tone when I took charge of it nearly eight years ago. I am leaving it in a healthy tone now, and I shall always feel pleasure in remembering that my intercourse with managers and teachers during that lengthy term has been of the most friendly character.

I am, Gentlemen,

Your obedient servant,

W. P. HEADEN,

District Inspector.

The Secretaries,
National Education Office,
Dublin.

General Report on the Gort District by Mr. J. H. TIBBS, B.A.,
District Inspector.

Reports on
the State of
National
Education.

Gort, November, 1899.

Mr. J. H.
Tibbs, B.A.,
District
Inspector.

Gort.

GENTLEMEN,—I have the honour to submit, in obedience to your directions, a General Report on the schools of the Gort district, of which I have been in charge since 1st May, 1897.

The district comprises the south-western portion of the county Galway and the northern portion of county Clare, and covers a wide geographical area. It contains no large towns; but the smaller towns of Gort, Corofin, Ennistymon, Lisdoonvarna, Tulla, Scariff, and Killaloe, and the villages of Ballyvaughan, Feakle, and Kinvara, are all important centres. There are no manufactures, and the bulk of the population live by the land. Most of the country is mountainous and, in the Burren district, rocky—or, as it is locally termed, "craggy"—and very few of the farmers are well off. The holdings are generally small, and there is little employment on this account for the labouring classes. The rearing of sheep and cattle is, however, a profitable industry in the mountainous parts of Clare. The Clare people, especially in the west, are a sturdy, independent, and intelligent race; and although, perhaps from want of capital, their farming is not always in accordance with the most modern and scientific principles, they make the most of the resources at their command, and their methods are not so unsuccessful as the casual visitor might be inclined to suppose.

The district is well provided with schools, which number 135. In most parts of it the average distance between school-houses is three miles, and the distance even for young children is seldom excessive. There are Convent schools, in charge of Sisters of Mercy, at Gort, Kinvara, Ennistymon, Tulla, and Killaloe. At the Gort Convent there is a flourishing industrial department which employs a good many externs; and linen-weaving, embroidery, lace-making, and many other industries are most successfully cultivated. Unfortunately the accommodation has been up to this unsuitable and inadequate; but an attempt is now to be made to erect large, well-lit, and well ventilated buildings, where improved conditions, by lessening the danger to health and eyesight, will materially assist the development of this highly creditable enterprise. At Kinvara it is also proposed to build new schools to replace the present old buildings; and a very complete school-house was erected this year for the Killaloe Convent National School by the Very Rev. Dr. Brosnahan, F.R., V.C., where the pupils are taught under conditions of cleanliness and comfort impossible in the building in which they were previously housed.

Convent
Schools.

There are six Poor Law Union schools, situated at Gort, Corofin, Ennistymon, Ballyvaughan, Scariff, and Tulla. At Tulla there are two departments, male and female, with separate teachers, although the total number examined in both was only thirteen. The majority of the children in these schools are infants or first class pupils; but although the numbers are small—the total examined this year in the six schools being only seventy—far too little is done in the way of object lessons and other suitable exercises to cultivate the intelligence of these poor children, whose surroundings in the workhouse yards are not desirable. This neglect is not due to want of time, but to lack of energy or to incapacity on the teacher's part. The management of these schools might well be more effective; and they require inspectors' visits much oftener than we have time to pay them.

P.L.U.
schools.

The Ordinary schools number 124, including one Island school—on Blandaddy—transferred last year from the Galway district. Two

Ordinary
National
schools.

Reports on
the State of
National
Education.

Mr. J. H.
Tibbo, B.A.,
District
Inspector,
Gort.

Condition
of school-
houses.

Repairs.

Neatness
and
cleanliness.

schools were struck off during the year. One of these was Ballycorney Female, the adjoining male school being converted into a mixed school, as there were not sufficient children available for two schools. Mountain View school, in the parish of Caher Feakle, was the other school struck off, being no longer required in the locality. At Lisdoonvarna, owing to the exertions of the Very Rev. E. Power, P.R., V.G., two fine schools—one for boys and one for girls—have replaced the dilapidated old Rathbane school-house; and a new school has been opened at Turlough by the Rev. P. J. Newell, P.R., of New Quay, since I came to the district. A new school is in course of erection and will shortly be opened at Killomorán, near Gort, replacing an old and unsuitable building.

If the total number of schools, fifty are vested in the Commissioners, fifty-one in trustees, and thirty-four are non-vested. The number of the latter, embracing the bad school-houses, shows a steady decline; there are now only about seven school-houses, which may be classed as bad, and thirteen the condition of which is middling. The non-vested school for girls at Inchvea has recently been enlarged, and both it and the boys' school have been greatly improved by the patron, Mr. Wilson FitzGerald, D.L. As a rule, however, the managers find it very hard to obtain any funds locally for repairs. Schools vested in the Commissioners are kept in fair repair by the Board of Works; but even in their case the repairs are sometimes long delayed, and in painting, gravelling, lime-washing, &c., inadequate work seems to be done. With schools vested in trustees repairs are a matter of greater initial difficulty. The trustees do not, as far as I know, fulfil the obligation of their trust in this respect; and the fabric often becomes seriously deteriorated before the manager is able to have even the most obvious and necessary repairs executed. The outer woodwork exposed to the weather seldom shows even one decent coat of paint, and occasionally it is merely washed with lime. Considering that these schools are built very largely at the public expense, the least that ought to be required is that they should be kept in good substantial repair—out of the local rates if it cannot be done in any other way. Very few of the schools in the district are whitewashed externally and internally once a year.

I do not think that sufficient attention is paid to the neatness, cleanliness, and taste, of which every school should be a model. The example in this respect set by the Convent schools is very little followed. Even under young, superior looking, teachers, fresh from a training college, I have frequently seen cobwebs, dusty walls and tablets, dirty floor, unsanitary offices, dirty windows with broken window cords, porches untidy with no cap racks, teacher's cupboard and desk filled up with old papers and rubbish, and the teacher unable to give any reason for his failure to attend to these points, which no casual visitor could help noticing at first glance. The trained female teachers, are, however, I find, much more careful about these points than the men. Some of them have flowers in pots in the windows and hang coloured pictures suitable for object lessons on the walls; and in a few cases little flower gardens are to be seen outside the schools, and the playgrounds have gravelled walks and are tidily kept. I find, too, that where the teacher shows a proper self-respect by dressing neatly and suitably, the pupils are apt to follow her example. They keep their clothes clean and mended, the girls wear clean pinafores; and books and work are generally tidily kept in a satchel or basket. Something ought to be done to make neatness and cleanliness compulsory; and part of the grants to each school should depend on

this. The houses of the peasantry and their surroundings might in time be very different from what they now too often are if the schools set a good example. The manners and discipline of the pupils would also be improved, although I seldom have in this district to complain of want of either. In the above respects and in other small points there is room for improvement. I know some teachers, for instance, whom I usually find with their hats on in school when I visit them incidentally. The boys do not in these schools keep their caps on; but I do not see, following the teacher's practice, why they should not do so with equal propriety. At the Results Examination in this district I find almost invariably that the pupils behave well, and attempts at copying, communicating, or prompting are extremely rare. There are, of course, a certain number of schools where the teachers, having themselves no idea of order and method, do not insist upon their pupils standing properly in drafts or marching in regular succession at the change of classes. The schools, however, of which this can be said are, I am glad to say, gradually growing fewer. I was particularly struck with the improvement effected recently in this respect by the introduction of drill into a certain school. The teacher has just returned from his training college, where he had had the advantage of being drilled himself. Before ten o'clock he parades all the pupils present in the playground for physical drill, tallest on the right and infants on the left. I witnessed the drill one morning; it was gone through most steadily and creditably even by the little infants, who, like the bigger boys, seemed to enjoy it thoroughly; and the teacher informed me that the pupils now come to school earlier than they had hitherto done so as not to miss the drill. The discipline of the school was greatly improved. I should like to see this exercise become general.

Reports on
the State of
National
Education.

Mr. J. H.
Tubb, B.A.,
District
Inspector,
Gort.

Discipline
and
manners.

Drill.

Another condition of good discipline is that the pupils should be comfortable. If they are cold, for instance, they cannot sit quiet or give proper attention to their work; and the fuel question in most schools has not yet been satisfactorily solved. In some schools here, the children subscribe to a coal fund, and they generally have a good fire. Turf is, however, the usual fuel burnt; sometimes it arrives in loads; sometimes each child brings a sod under his arm. But the supply is generally precarious and casual; and at incidental visits in the winter months I have too often to complain either of bad fires, or of fires not having been lit until ten o'clock or later, or even sometimes, of there being no fire at all. Many of the children in this district come to school barefooted; most of the girls carry shawls; and these in wet weather afford some protection to the upper parts of their bodies; but I scarcely ever see a boy with an overcoat. That children who are too often badly fed as well as thinly clad should be expected to do proper work when they are, in addition, wet and cold is absurd. As a rule, there is comparatively little sickness. Fever, of course, is not uncommon in dwellings where sanitary arrangements do not exist and precautions are never taken. Measles, however, was the only epidemic from which the schools suffered to any great extent during the past year, necessitating in many cases closing for short periods. The weather during the summer was exceptionally fine. At many of the schools the sanitary arrangements are fairly well looked after; and the offices are clean, but might be cleaner. The teachers hardly pay sufficient attention to this matter. They often deposit ashes and the sweepings of the school-room floor in the playground, and this is a very bad example. Sometimes, too, I have to complain that ventilation is not properly attended to. Instances in which I find windows

Warmth.

Epidemics,
&c.

Sanitary
arrange-
ments.

Ventilation

Reports on
the State of
National
Education.

Mr. J. H.
Tobbs, R.D.,
District
Inspector.
Gert.

Furniture.

Salvage
stock, &c.

General
proficiency.

nailed up because the fasteners are out of order are very rare; but cases where the windows will open and are all kept shut for several successive hours with fifty or sixty damp children in a small school are not, unfortunately, so uncommon. The usual reason is that the teacher is so busy with the different classes and their literary work that he does not notice the gradual deterioration of the atmosphere he is breathing. The special ventilators in some of the older vested schools built under Board of Works plans are sometimes imperfect and cause draughts; but those in the new schools built under more recent designs appear to work very satisfactorily.

Furniture and equipment are generally good; but the height of desks is not always graduated to suit the sizes of the children, and draught circles marked with brass-headed nails or good paint are not often seen. The slates for use in junior classes for writing are often defectively ruled or else broken; and few teachers take care to keep properly-pointed pencils of sufficient length in the children's hands. They complain that the children break them; but in well-conducted schools where pencils as well as slates are issued and collected at each change of lesson the breakages are not many.

As regards general proficiency, the schools may be classed as good, thirty-five; fair, forty-three; middling, thirty-two; and bad, twenty-two. Besides the five Convent schools, thirty schools have assistant teachers, and 100 are conducted by one teacher only. There are thirty-five boys' schools and sixty-two schools with a mixed attendance, fourteen of which have workmistresses. The majority of the mixed schools are under male teachers. Out of 160 National teachers in the district, ninety-two have been trained. Most of the recent appointments have been filled with trained teachers, but untrained teachers have also, I regret to say, been appointed to the sole charge of schools, and until a change in the regulations makes this impossible, managers must no doubt sometimes find local pressure in favour of an untrained teacher very hard to resist.

There is, I think, an improvement in the general style of the younger generations of teachers. Their social position is now much higher than it used to be, and this in itself makes for higher intelligence; while the course of training now undergone, whether during monitorship or at a training college, is more effective than it formerly was. Judging by results, I think the training colleges, especially those for male teachers, do not yet give a sufficiently practical training; still I should like to see all teachers trained before appointment, and a subsequent probationary period of five years' teaching fixed before a teacher's qualification to hold a permanent position should be recognized; the condition of the school, as far as he is concerned, as regards cleanliness, neatness, ventilation, etc., to be taken into account as well as his literary work. I should like, also, to see teachers go in for more general reading of an improving nature. The formation of public libraries in the smaller towns would be a great benefit, not only to them but also to all classes; but such schemes are as yet rarely attempted.

Infants.

The requirement of instruction in two suitable exercises as a condition of payment of Results fees for the literary passes in Infants' class has done much good. Object lessons are now attempted in the majority of the schools, and in some cases are really well given; but, too often, the teachers do not take trouble enough to make them interesting, and to give variety. The ball frame, though in general use, is seldom really well taught. A period is usually assigned for elementary drawing; and the results, though indifferent, show

improvement. Kindergarten is not taught except in Convent schools; but one or two of the ordinary schools are commencing to teach kindergarten drawing in their infant classes. Drill and calisthenics are occasionally attempted, with fair success; and in a few, outside the Convent schools, the infants make an attempt to sing; but drill and singing are taught with difficulty as infants' exercises in schools where a class-room is not available. There are very few schools where the infants' time is fully and properly occupied; and these are probably the only ones where infants do not spend too much time in that class. In most schools they are left far too much to the charge of senior pupils, while the teacher devotes his time to the other classes; and many of the defects of style and intelligence so common in higher classes may, I think, be traced to the teachers' neglect of, or indifference towards, the intelligent training of the youngest children. I examined a school lately where the infants were mostly able to read quite half the Board's first book, besides being well able to answer questions on the subject-matter and go through several suitable exercises; and this without any over-pressure. I need not say that to examine the higher classes was an equal pleasure.

Reports on
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Education.

Mr. J. H.
Tibbs, B.A.,
District
Inspector,
Coet.

Insufficient time, as a rule, is given to Reading, especially in the senior classes, taking into account the length of the course and the difficulties attending the proper teaching of explanation of subject-matter in a thorough manner. Reading itself is still indifferently taught. Teachers seem unable to obtain a clear, distinct, intelligent style of speaking. Many of them pay no attention to the attitude and deportment of the pupils at this lesson; and, instead of making them read in the natural voice, they accept, without correction, a droning monotone. As for Poetry, it is hardly ever possible to catch the words, without referring to the book, unless one is already familiar with the passage, and knows what to expect; while pupils can hardly ever tell what the poem is about. I should prefer to see the course in Reading shortened, and that no pass should be awarded unless the little that was offered was well read, and thoroughly understood. Explanation of subject-matter is seldom intelligently taught. Many teachers merely get the pupils to learn the meanings of the longer words; it is far less trouble to get children to learn by rote than to teach them.

Reading.

Poetry.

Writing is moderately well taught. It does not, however, as a rule, receive sufficient supervision. In Letter-writing some progress is being made. Punctuation, however, is often neglected, and pupils are unable to express their ideas, even on familiar subjects, with that ease and facility which might be expected. This is due partly to want of sufficient practice in original composition; dictation of specimen letters is continued too long. It is also due to want of an intelligent early training, to lack of reading, and to defects in the system of teaching explanation.

Writing.

Letter-
writing.

The junior classes usually spell well, but Dictation often suffers from want of practice. It is often set aside for Transcription, which is not always corrected afterwards; and when Dictation is the subject selected for the day, teachers often attempt to read for several classes at the same time.

Spelling.

Arithmetic appears to receive more care and time than most of the Programme subjects. At the Results examinations the junior pupils nearly always do well in this subject, and most of the seniors pass. At incidental visits, however, I very rarely see any attempt made on the blackboard to give an intelligent explanation of the principle underlying any rule; the children are usually busy working at cards.

Arithmetic

- Reports on the State of National Education.** Parsing is generally well taught, and the answering here is, I think, somewhat above the average. I should, however, be glad to see something in the shape of Analysis or Precis substituted for this subject in the sixth class.
- Mr. J. H. Tobin, B.A., District Inspector, Gort.** In Geography the pupils are carefully prepared, and can answer readily both on the ordinary and the blank maps. The maps of the Continents are, however, seldom taught in sufficient detail in the second stage of fifth class; and I do not think they ever will be, until they are taken into account in assigning the mark for which the Results fee is paid. The programme for the pass mark in this class seems, at it stands at present, hardly comprehensive enough; while that in the first year of sixth class might, with advantage, be a little easier.
- Passing.** The instruction in Agriculture secures a moderate proportion of passes, but I do not think the results to the pupils are at all commensurate with the high fees paid. In order that instruction in theoretical Agriculture may do any good, it should be accompanied by instruction in practical work. At present, there is only one school farm in the district—at Tubber Male National School; and two gardens, at Lough Cutra Male and Female, and at Gort Convent National school.
- Geography.** Needlework is usually well taught; and Darning, Knitting, and Cutting out receive fair attention. The Industrial Programme is still taught in some of the schools; but most of the schools prefer the ordinary programme, which allows sufficient time for all the Needlework the pupils require.
- Agriculture.** Drawing is taught in some fifteen schools. Charts are used instead of drawing copy-books with good results in some cases; but the general character of the instruction given is somewhat mediocre. Shading is seldom properly taught.
- Needlework.** Singing is taught in the Convent schools and in some few others. The Tonic Sol-fa is the favourite system. The pupils, as a rule, know their programmes well, but voice training is not often attended to. Part-singing is also generally weak, the parts being seldom evenly balanced, and strong voices being allowed to dominate the rest too much.
- Drawing.** Book-keeping is taught in a small number of schools, but seldom with success in sixth class.
- Singing.** The very laudable movement in favour of the Irish language has already resulted in this subject being taken up in some four or five schools in the western part of the district, where the people still retain something of the language; the movement is, however, too recent to enable one to judge of its probable success.
- Book-keeping.** The Results Programme still appears to me to be too complicated for the average teacher. Eight different classes are often too many for such a one to keep properly occupied, for in most of the schools the teacher has no assistant. The programmes of different classes should be as far as possible grouped in such subjects as Reading, Poetry, and Agriculture, the course extending over several successive years.
- Irish.** The Accounts are usually neatly as well as correctly kept; and the teachers are punctual in the discharge of their duties. Invariably courteous and generally intelligent, they are always glad to accept any suggestions I may have to offer, and do their best to carry them out.
- Results Programme.** Most of the Managers visit their schools frequently, and use their best efforts to keep up the attendance of the children. My thanks are due to them for the kindly assistance they always extend to me.
- Accounts.**
- Managers.**

I am, Gentlemen, your obedient servant,

J. H. TIBBS, District Inspector.

The Secretaries.

General Report on the Ennis District by Mr. D. T. M'ENERY, M.A.,
District Inspector.

Reports on
the State of
National
Education.

Ennis, December, 1899.

Mr. D. T.
M'Enery,
M.A.,
District
Inspector.
Ennis.

The
District.

Schools.

State of
school
buildings

New
houses.

GENTLEMEN,—I have the honour to submit the following general report on the state of primary education in this district, of which I have been in charge since 1st February, 1898.

The boundaries, physical features, and social condition of the district remain what they were in my predecessor's time; they have been sufficiently described in the introduction to his report for the year 1893. Agriculture is the principal occupation of the people, but salmon fishing is also extensively carried on along the coast, in the River Shannon, and in the estuary of the Fergus. During the year ended 30th September, 1899, there were 134 National schools in operation in the district, viz., 128 ordinary National schools, three Convent National schools, and three Poor Law Union schools, containing five departments. Of these schools 118 are under the management of R.C. clergymen, three are under the management of E.C. clergymen, while thirteen are under lay management.

As regards the state of the buildings it may be said that the vested premises of modern date are suitable in construction, afford ample accommodation, and are maintained in a satisfactory condition. The older school buildings are not, as a rule, of a high standard, and some of them are rapidly falling into a state of bad repair. In not a few of these cases, however, reasonable sanitary requirements continue to be supplied, though often at considerable expenditure. Repeated inspection of the schools in the district only confirms the opinion that a good deal has yet to be faced in the matter of building, before suitable accommodation is in every instance provided. At least fifteen of the existing structures are, strictly speaking, unfit for school purposes, and, in the course of a few years, will need to be replaced by more suitable houses; and eight others are defective as regards out-offices and space. The managers, however, are fully alive to their responsibilities in this matter, and are determined that nothing shall be left undone which can contribute to essential comfort and suitability. Already, as the sequel shows, they have begun to bestir themselves to good purpose.

Within the past two years the following new vested school-houses have been built, viz., Ennis Male N.S., Doolough Mixed N.S., and Cloonanaha Male and Female N. Schools. These school-houses have been erected to supply, as far as possible, the wants of their respective localities, where, hitherto no National schools existed, and are of the most approved type as regards commodiousness and general equipment. Very unsuitable school-houses at Barefield, Gortglass, Lacken, and Lack have also been replaced within the same period by handsome and comfortable vested buildings. A vested school-house for boys is nearing completion at Kilrush, and another at Annagh, to supply, in each case, the place of a most unsightly and uncomfortable structure. Building grants have also been sanctioned for the erection of schools at Kildysart, Clooney, Connolly, and Cahirmurphy, which are badly needed. There still remain some really unsatisfactory houses, which can hardly be said to meet the conditions subject to which the Board's grants are payable. These are: Killerk, Cahirnawn, Shragh, Kanturk, Lisroe, Inch, Baltard, Kilmurphy M. and

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Enlargement.

F., and Newmarket M. and F. There is, however, a prospect of obtaining new schools at Newmarket, Kilmurry, and Baltard. The withdrawal of grants has been threatened since December, 1898, in the case of Inch School, but, beyond the procuring of a site, no steps have since been taken to provide suitable accommodation there.

During the period under review, a good deal has been done in the way of enlarging existing buildings, and bringing them into line with official requirements. Class-rooms are being added to Movcen M. and F. Schools, to Quin M. and F. Schools, and to Doonbeg M. school. Ballyear School has been considerably enlarged, and minor repairs and fittings have been effected in Cree School, and in Knockerra M. School. Extensive alterations and repairs are also about being commenced in the case of the Miltown Schools.

Repairs.

As regards the maintenance of school buildings, some arrangement or rule should be adopted, whereby all repairs should be regularly attended to. It ought not to be necessary for an Inspector to be repeatedly directing the manager's attention to the necessity for the renewal of desks, floors, &c.

Furniture.

In the buildings of recent construction the furniture is, in most respects satisfactory; rarely have any been provided but substantial and suitable articles. There are, however, a good many schools in which the desks need to be replaced with others of better construction as regards slope and height. In the planning of desks it would, in my opinion, be very desirable that the principal teacher be consulted by the architect before the details are settled, as many a useful hint may be got in this way. At present it is no unusual occurrence to meet with desks which, instead of varying with the ages of the children, are all of the same shape and height; so that a child six years old is obliged to sit at a desk better suited for pupils whose ages range from twelve to fifteen years.

Apparatus.

Maps are, in general, numerous enough, and in fair condition. In some cases, however, they soon become unsightly and illegible from being allowed to detach themselves bit by bit from their rollers, from being stained with ink and dust, and from being suspended on damp walls. The carelessness of some teachers in this respect is well nigh incredible. The school clock, though generally in evidence, is, in too many instances, out of repair. Again, many schools are inadequately supplied with apparatus. Kindergarten slates, which are invaluable in teaching elementary Drawing to infants, are usually wanting. Sometimes one blackboard has to serve for every class. Sets of illustrations for Conversation Lessons are rarely found, and rarer still is it to meet with schools whose walls are adorned with cheerful pictures of plants, animals, and men. Simple materials for exercise in form, colour, size, measure, and weight are also, in most cases, wanting.

Fuel.

Fuel is plentiful in the district, and consequently it is rare to meet schools in which good fires are not kept up in winter and spring. Contributions, ranging from 6d. to 1s. per head, are levied on each pupil as can afford to pay in the rare instances where turf is not forthcoming. The fires are not, however, always lighted at the proper time in the morning, and two or three instances have recently come under my notice where the schoolrooms were not heated even at 11 o'clock. In such cases positive cruelty is inflicted on little children by being obliged to remain, in cold weather, in cheerless, fireless schoolrooms. Owing to defective construction, the chimneys in some schools in the district smoke.

The plans upon which some of the older schools are built make it impossible for them to be satisfactorily ventilated. In some cases the windows do not admit of being easily opened, in others the opening is not of sufficient size for summer ventilation. Of course, in all the more modern buildings these defects do not exist. Sufficient attention is not given to sanitation in the vast majority of the schools. Few of the closets admit of being properly flushed, and it is only in rare cases that disinfectants are used; consequently they become positively dangerous to health, particularly in warm weather. I have also noticed, from time to time, the offices, and even the approaches thereto, in a most filthy condition. One would imagine that, even from the point of view of protecting themselves and their families from the serious risks to which they are exposed owing to the spread of epidemics, the teachers would be the first to realize the necessity of bestowing adequate attention on the hygienic conditions under which their work is performed.

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Ventilation
and
sanitation

There are eight schools to which no playgrounds are attached, and in at least as many other cases the plots are too small for recreation purposes. The vast majority of the playgrounds are characterized by a want of tidiness and taste. It is rare to meet with a well-gravelled, smooth, and clean approach to the school door, whilst heaps of dust and ashes, fly-leaves of paper, and loose stones are of frequent occurrence. A bin, or some such receptacle, should be kept for paper, dust, &c., and placed under the charge of a playground monitor. In every playground some suitable shrubs should be planted, and a few flower beds laid out; and the children should be encouraged to interest themselves in trimming the beds, and in tending the flowers. Wherever sufficient space is available games should be organized for the elder children under the teacher's guidance; for in addition to the relaxation and exercise which they afford, they react on the school work, and cause it to be performed with more vigour and interest. It has also been noticed, where games have been practised, that the pupils give less trouble in school, and are much more amenable to discipline. Where children are restricted to a rather limited space, some physical exercises should be practised during play-time, so as to ensure to each child as much exercise as the time will permit.

Play-
ground's.

Games, &c.

The compulsory clauses of the Irish Education Act, 1892, are inoperative in this district. The only towns to which these clauses apply are Ennis and Kiltrush. In Ennis a committee has been regularly constituted, but no further action taken; in Kiltrush no steps have been taken by the local authority to render the clauses operative.

Compulsory
attendance.

During the year under review the attendance, unless where interfered with by epidemics, was fairly regular. The total number on rolls at the end of the Results periods was 13,681, the number in average attendance was 8,805, and the number qualified by attendance for examination, 9,804. Thus it appears that the average attendance amounted to upwards of 64 per cent., and the number qualified for examination to 72 per cent. of the number on rolls. This attendance must be regarded as of more than average regularity. It is only by visiting the schools in the poorer localities and observing the pale, pinched, and cheerless faces, and scanty clothing of the children that some idea can be formed of the grave difficulties that have to be contended with in this matter. In schools frequented by pupils in comfortable circumstances, whose parents appreciate the

Attendance.

Causes of
irregular
attendance.

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value of educational opportunities, there is generally little difficulty in maintaining a regular attendance, *provided the quality of the teaching be fairly good*. Deductions in attendance must always be made, in a bleak exposed county such as this, on account of bad weather and distance from school. Many of the younger children, who are the greatest sufferers from bad and stormy weather, remain away a good deal in winter. Again, in the busy seasons, viz., spring and autumn, the farmers are, owing to the scarcity of labour, very much dependent on the help of the grown members of their families; the result being a considerable diminution in attendance in the senior classes. Finally, there has been, during the past fifteen months, a considerable amount of irregular attendance arising from epidemics. Indeed on no previous occasion have I heard so much complaint from teachers of epidemic ailments. The schools are occasionally closed on insufficient grounds, the moment cases of illness in the locality are reported, as the teachers are well aware that to keep them open while sickness prevails means the lowering of their average attendance. What causes most annoyance to teachers is intermittent absence, that is, remaining away for two or three days in each week, which breaks the continuity of the school work, and necessitates additional recapitulation.

Punctuality
of
attendance.

Punctuality of attendance is secured in several schools by good example on the part of the staff, by gentle pressure, and, occasionally by admonishing the unpunctual. In other cases the late comers are deprived of some of the privileges of the punctual. In not a few schools, however, an unpunctual attendance continues to be a serious failing, and no effort is seemingly made to prevent children from straggling in up to the moment of roll-call, and occasionally after the rolls have been marked.

High
classification
of pupils.

A favourable feature of the district is, however, the high classification of the children. As a rule, the children are not withdrawn before they reach the higher classes, and it is quite a common occurrence to examine in Sixth class upwards of twenty pupils in schools where the maximum number for examination does not exceed 100.

Classification
of
teachers.

Excluding the Convent schools the 131 ordinary and Poor Law Union schools are taught by 203 teachers, classed as follows:—

CLASS.	MALES.		FEMALES.		Total.
	Principal.	Assistant.	Principal.	Assistant.	
I.	20	—	9	—	29
I ²	13	2	10	—	25
II.	34	19	16	16	78
III.	14	11	11	32	71
Total, . . .	81	23	46	48	208

70 per cent. of the principal, and about 33 per cent. of the assistant teachers have undergone a course of training in some recognized Training College, and fully 43 per cent. of the classed teachers still remain untrained.

Work-
mistresses.

Employment is also given to sixteen extern workmistresses in the schools.

The work done in the majority of the schools is sound and efficient; but there is a large number of schools where it can scarcely be termed passable, and at least seven cases where it is unskilful and almost worthless, and where no improvement can be looked for so long as the present teachers are retained in office. The prevailing faults of the teaching in the bad or indifferent schools arise from want of due preparation for each day's work. To improve the matter of the instruction the teachers must devote more time to preparing and thinking over their school work. Born teachers—men with singular capacity for guiding youthful minds—are no doubt occasionally met with, but the great majority must always have to rely on acquired knowledge of the principles of education for the efficient discharge of their duties. If, as has been often stated, the aim of instruction is to give the pupil power to think for himself and to create in him a love of knowledge the quantity of the matter taught is of far less importance than the method by which it is taught. It behoves teachers then, not only to make a careful study of the best works on principles and method, but also to make careful preparation of each subject which they undertake to teach, and to spend more time in framing their own questions and illustrations. But this is just what many of the indifferent teachers never think of doing; when their attention is directed to defects in their teaching, and to the necessity for previous preparation, their reply almost invariably is, "Would you have us spend all our evenings preparing lessons"? The following are the most usual defects met with in methods of teaching and organization—(a.) telling the children what they should find out for themselves; (b.) too much noisy, monotonous, and mechanical teaching in the junior classes; (c.) insufficient use made of the blackboard in teaching Arithmetic, Writing, Object Lessons, &c.; (d.) undue delay in obtaining books and other requisites, and in promoting the pupils who have passed with merit at the examination; (e.) neglect of time-table; (f.) neglect to prepare, at the end of each week, a syllabus of the work to be performed in school during the subsequent week.

The number of paid monitors at present serving their apprenticeship is eighty-seven, of whom thirty-seven are males, and fifty are females. At their annual examinations these young people, as a rule, display a good acquaintance with the curriculum prescribed for their respective years. Their practical training, too, is receiving much more careful attention than was formerly the case, although instances are still to be met with of monitors who show a lack of practical guidance on the proper mode of handling Third and higher classes, their teaching and practice being mainly confined to the lowest classes in the school. In this part of the country there is no difficulty in obtaining candidates for the vacancies as they arise, and these are much better in attainments and ability than they used to be. The raising of the class from which the candidates are to be selected to Sixth, and the limit of age from twelve to thirteen cannot fail to prove beneficial in subsequent stages of their apprenticeship.

Good order and discipline prevail in the vast majority of the schools. Class movements are effected with quietness and precision, habits of attention and prompt obedience are cultivated, and prompting and copying are showing a decided tendency to disappear, although evidence of the practice is still found in a few schools. It is earnestly to be wished that teachers should do all in their power to stamp out all such dishonest practices. Notwithstanding its importance as

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H. A. A.
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Inspector.

Rank.
Proficiency
and
method.

Monitors.

Discipline
and
order.

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District
Inspector,
Ennis.

a disciplinary exercise, marching is not as generally carried out as I could wish. When children are got to walk in a natural manner, with a uniform step, and at equal distances apart, an air of orderliness and discipline pervades the school which is very commendable. The girls, as a rule, show neatness and good taste in their dress and general appearance, but in the case of the boys dirty hands and faces are still far too common. Nor are the merits of tidiness and cleanliness in school furniture and appliances always duly appreciated. It is no unusual occurrence to notice books and apparatus lying about the rooms in disorder, and to find one's fingers soiled by everything they touch.

School
accounts.

The school records are, as a rule, faithfully kept. Not more than two cases of deliberate falsification have come under my notice since I took charge of the district. Minor irregularities, arising from carelessness and slovenliness are, however, more frequently met with, the most usual of which are omissions in registers and daily report books. The recent regulation of the Board for dealing with cases of gross falsification was a step in the right direction.

Teachers'
residences.

Teachers' residences, erected by loan from the Board of Works, are attached to seven schools, and building loans have been sanctioned in two other cases. Several of the married teachers reside on their own plots of land or on small farms in the vicinity of their schools, and the unmarried ones either live with their parents, or manage to find suitable lodgings near at hand; consequently there is very little demand for the official residences.

Infant
schools.

In addition to a separate Infants' school at Miltown Malbay, there are three regularly organized Infant departments—one in connection with the Ennis Convent, one with the Kilrush Convent, and one with the Kilkee Convent. Work of a praiseworthy character is performed in each of these cases. Instruction in the literary subjects is skilfully blended with action songs, drill movements, and Kindergarten occupations, and brightness and interest is thereby imparted to the daily routine of the schools. These departments are popular resorts for the infants in their respective neighbourhoods, owing to the great kindness and consideration with which they are treated by the teachers.

Object
lessons.

Some attempt is now made in every school to teach at least two appropriate Infants' exercises, those generally selected being Object Lessons and Ball-frame exercises. The least satisfactory element in the infant teaching in very many schools is the Object Lesson, which is rarely given in an interesting manner. For instance, there can be but little educative value in getting children to learn by repetition rather than by observation a number of terms to them more or less meaningless, such as "magnets attract iron," "ceiling gratings are for ventilation," &c., or, on the other hand, in pointing out the ears and tail of a donkey, and counting his legs in a picture, as I have frequently seen done. Another drawback often met with, especially in schools which are insufficiently staffed, is a want of continuous, yet varied occupation for the infants. In many cases there is a tendency to keep children in the Infants' class as long as is allowable by rule, with the objectionable result that many of them are thus deprived of the chance of ever reaching the highest class. The retention of pupils in the same class for a series of years is calculated only to make them idle and dull.

Reading
and
explanation.

Merely mechanical reading, as a rule, shows fair progress. Cases of failure in fluency are rare, but the finer qualities of style and

expression are seldom met with. Here and there attempts are being made to improve the prevailing Clare accent, but in the majority of schools the quality of clearness, that is, distinct articulation of every word, is not duly cultivated. Too often the pupils are allowed to read in a monotone, with no other object but to pronounce the individual words, and thus they fail to exhibit an intelligent comprehension of the passage read. Explanation of words and phrases in the reading lessons has been receiving careful attention of late, and it is becoming much rarer to find pupils in the senior classes unable to answer intelligently in this branch of the subject.

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From the large variety of Readers now on the Board's list, teachers should experience no great difficulty in making a suitable selection for their schools. Still the old Readers are retained in the vast majority of the schools, not because they are considered better than some of the others, but in some cases also for the reason that the teachers are thoroughly conversant with them, and are unwilling to bestow the time and attention necessary to gain an equivalent knowledge of those selected to replace them.

With the repetition of poetry I am seldom well pleased. The tendency in many of the less efficient schools is to give the verses a kind of sing-song intonation with a mechanical pause at the end of each line. Even the choice of pieces for repetition is not always judicious. Many of the teachers err on the easy side, so that the number of lines committed to memory could be easily prepared in two or three months. To keep pupils reciting such pieces for a whole year must be wearisome, as well as fruitless of good educational results.

Recitation.

Penmanship is in general well taught. It is seldom that the writing of a whole school is found careless or defective, although there may be occasional lapses in the case of individual classes. Vere Foster's copy-books are in very general use, and I know of no style better adapted to the purposes of legibility, speed, and ease in teaching. There are, however, so many approximations to this style that teachers should experience little difficulty in getting the exact model they desire. That style should be always adopted which is found easiest to be acquired, and whose faithful imitation of which will ultimately enable the pupils to write a clear, legible, and useful hand. Whatever system is followed should be maintained throughout the school. It often happens that the exercise books in the senior classes are found disfigured by a medley of different styles. In some schools the pupils of Fifth and junior classes are got to copy from head-lines written on the blackboard; and this is found to act as a corrective to careless imitation of the engraved head-lines. The finished copy-books and exercise books exhibited at the Results Examinations are of various degrees of excellence; some show in their execution much care and neatness, others culpable negligence and slovenliness.

Writing.

Letter-writing is generally a rather weak branch. Even in Sixth class the attempts at composition are too often limited to stringing together a few simple disconnected sentences. Some knowledge of punctuation, the correct formation of sentences, the orderly arrangement of ideas, and the natural division of paragraphs should be expected in this, the highest, class. The Letters in the Fifth classes are as often defective from want of capital letters, and from an incorrect style of dating, addressing, beginning and ending the letters, as from limited vocabulary and dearth of ideas. It is to be feared

Letter-
writing.

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Spelling.

that the teaching of this subject is postponed to too late a period in the school life of the scholars. It is only by acquiring from early oral training practice in the formation of sentences, that facility in Letter-writing can be acquired. Systematic teaching of short narrative composition should, in my opinion, commence in Third, or, at any rate, in Fourth class.

The results in Spelling reveal a fair level of accuracy; and the dictation exercises are, as a rule, carefully executed, and regularly revised. The usual method of teaching this subject is by means of dictation and transcription, aided by word-building on the blackboard; and in the better taught schools mistakes are corrected on the same day, and within an hour or two after they are made. The passage for dictation should, in my opinion, be read much faster to the higher classes than is generally done; while in Third and Fourth classes the passage copied by the children should also be dictated to them, and attention directed to the special difficulties by the aid of the blackboard.

Arithmetic.

As far as mechanical accuracy goes Arithmetic is well taught, even in mediocre schools; while in some of the better schools the subject receives intelligent treatment, and the underlying principles are thoroughly explained. An inquiry into methods by having one or two easy questions in theory on each card is a step in the right direction. The weak points in the teaching of this subject, which are brought to light at the inspections and examinations of the schools are—the use of mechanical aids to calculation in the junior classes, insufficient use of the blackboard for explanation and illustration, too much dependence placed in the use of test cards, insufficient attention given to Mental Arithmetic, and especially to quick and short methods of working questions met with in the ordinary affairs of life; pupils in the junior classes get too much practice at long abstract calculations, to the exclusion of word-sums, of problems, and even of notation. With regard to mental calculations, I find pupils ready enough to answer questions on the gross, score, and dozen rules, but if asked for the price of 32 articles at 19s. 10 $\frac{1}{2}$ d. each, they almost invariably arrive at the answer by multiplication instead of by subtracting 4s. from £32.

Grammar.

The subject taught with least success in this, as well as in my late district, is Grammar. Of course, there are many schools where steady progress is made in this branch; but this is due to the fact that its principles are clearly explained on the basis of analysis, and that the correction of sentences is systematically taught. Of the Grammar taught in several of the schools I have not a high opinion, and I am convinced that parsing and grinding in grammatical rules have little effect in respect of correctness or ease in speaking or writing. I believe it would be an advantage all round if this subject were begun at a later stage than at present. It is waste of time to teach Grammar to Third class children; they can derive little benefit from merely singing out or naming the parts of speech met with in their lessons. Their time would, I think, be far more profitably spent at elementary narrative composition. The sub-head of this subject, which requires a knowledge of the roots, and of the force and functions of prefixes and affixes is, generally speaking, either studiously neglected, or mechanically taught.

Geography.

Geography is taught with variable success. The regular use of small text-books on this subject, even in the higher classes, is an evil, and should be discouraged. Fifth class pupils are seldom taught

how to read maps by latitudes and longitudes; and an exact knowledge of the cardinal points is rarely met with in Third class. The mechanical teacher is too often satisfied with mere verbal results. His pupils learn by rote, definitions, lists of capes, bays, rivers, mountains; but an intelligent knowledge of climate, productions, industries, the great trade routes, river systems, &c., they rarely show. In some of the better taught schools the senior pupils are supplied with atlases, which they study at home in connection with their Geography lessons, and the blackboard is regularly used for rough sketches in school. In all such cases creditable results are produced. In a few schools the outline map of Ireland is fairly well marked, but in the majority of cases the attempts at map drawing are disappointing.

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The prescribed portions of the text-book are in most cases committed to memory, but the pupils have very little real knowledge of the subject. Except where a school garden is close at hand, it is very rare to find the lessons illustrated by experiments, or even by models; and the boys are never taught to observe closely, and ponder over what is daily passing under their eyes coming to and going from school.

Agriculture

Plain Needlework continues to receive careful attention. The specimens executed on the day of examination are generally good, and often admirable. There are a few schools, notably the Kilrush and Kilkee Convents, where one is struck by the care and neatness with which the work is performed, and by the skill and devotion with which it is taught. Where the instruction is given by a sewing mistress the results also are uniformly good. In a few schools, mainly owing to defective lavatory accommodation, the finished garments and the tests did not appear as clean as they might be. In every girls' school, and wherever a workmistress is employed, there should be an occasional mending day, on which the bigger girls should be invited to bring from their homes stockings that need darning, and pinafores and dresses that require mending. The Alternative Scheme for Sixth class girls is now all but extinct in this district. I deem it right, here, to direct attention to the excellent character of the work done in the industrial departments attached to the Ennis, Kilrush, and Kilkee Convents, where constant employment is given to girls who have passed out of Sixth class, and to several externs.

Needle-
work.

Book-keeping is not taken up in many schools. Where properly taught, however, this subject is not only of practical utility, but of considerable educative value, as pupils get a familiarity with its general principles as well as with commercial phrases and terms, which will subsequently be of material assistance to many of them when employed in shops. In some of the schools where Book-keeping continues to be taught, the writing out of the sets and the posting into the ledgers do not appear to receive due care and attention. The prescribed text-book seems to me somewhat out of date. A portion of Doherty's, or some other modern book on the subject, having shorter and more useful sets, would answer better.

Book-
keeping.

Drawing is taught in about twenty schools with moderate success. Wherever this subject is taken up the larger drawing charts are generally used. There is now very general agreement as to the necessity of including Drawing among the obligatory subjects in our schools, and certainly no subject lends itself more readily to train the eye to see clearly and judge accurately, the mind to think and the hand to record accurately the objects seen. It also provides a

Drawing.

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Musie.

Other
extras.

Manager.

welcome change from the ordinary routine of school work. It is also earnestly to be hoped that the dawn of a new era is near at hand, when more scope for contrivance, and more room for dexterity with the penknife, will be allowed to the pupils. At present our school and home training does little to encourage handiness. The evenings are spent at home lessons, the day at book work and paper work, and boys' playthings, such as footballs, bats, &c., are all bought ready made.

Vocal music, mainly on the Tonic Sol-fa system, is taught with a fair degree of success in the Convent schools, and in a very limited number of the ordinary National schools.

The other extra branches taught are Algebra, Geometry and Mensuration, and Physical Geography. Except in a few of the larger schools, extras are not attempted in this district. This is as it should be, for when one teacher is obliged to do all the work of a school, instruction in extra branches is carried on under considerable disadvantages, unless taught outside the ordinary school hours; and the inevitable consequence is that some of the other work is not well done.

My relations with the managers without exception have been friendly and cordial. Nearly all of them take a deep interest in the progress and welfare of their schools, visit them frequently, and make arrangements to attend, either in person or by deputy, the Results Examinations.

I have the honour to be, Gentlemen,

Your obedient servant,

D. T. McENERY.

The Secretaries,
National Education Office,
Dublin.

Mr. J. B.
Skeffington,
LL.D.,
District
Inspector,
Waterford.

General Report on the Waterford District by Mr. J. B.
SKEFFINGTON, LL.D., District Inspector.

Waterford, December, 1899.

District.

Four
Counties.

Four
Dioceses.

Bounds.

GENTLEMEN, — I submit my General Report on the Waterford District for the year ended 30th September, 1899.

The district of which Waterford is the centre is extensive and varied. It embraces the greater part of co. Waterford (from Passage to Ring), about a third of co. Kilkenny (up to Inistioge and Kilmoganny), a portion of co. Carlow, and a long strip of co. Wexford, from New Ross to Hook Head: thus including parts of four counties; and corresponding portions of the four dioceses of Waterford and Lismore, Ossory, Ferns, and Leighlin.

It is bounded on the south by the ocean, on the west by the Comeragh Mountains, on the north-east by the Blackstairs Mountains, and is intersected by the fine rivers, Suir, Barrow, and Nore; the two former separating the counties of Waterford, Kilkenny, and Wexford, connected within the district only by an antiquated wooden structure at Waterford, but by a fine modern bridge at New Ross.

This district extends thirty miles north of Waterford into co. Carlow, thirty-five miles south-west to Ring, twenty-two miles north-west to Kilmoganny, and twenty south-east to Saltnills and Loftus Hall: it is thus sixty-five miles long by forty-two broad, and is rendered very unwieldy by the separating rivers.

Within its limits are the city of Waterford, and the towns and villages of Dungarvan, Tramore, Dunmore, Passage, Portlaw, Kilmacthomas, and Stradbally, in co. Waterford; New Ross, Dunmore, and Fethard, in co. Wexford; Inistioge, Mullinavatt, Kilmoganny, Kilmacow, and Mooncoin, in co. Kilkenny; and, of course, many smaller places.

Practically all the children in this area attend the National schools, except in the city of Waterford, and the towns of New Ross and Dungarvan, where many of the boys attend the Christian Brothers' schools; but even there the younger boys mostly attend the Convent schools, and the De La Salle Brothers have about 600 boys in their National schools in Waterford; they have also lately taken charge of the Ramsgange boys' school as a National school. The Dunmore and Tramore schools, formerly under the Church Education Society, have been placed under the National Board. But in New Ross and Waterford there are still some non-National primary schools belonging to Protestants.

The district contains 144 operative schools with separate roll numbers, besides two for which building grants have been made. There are also fifteen distinct Infants' departments in Convent schools, and five additional departments of Poor Law Union schools, making 164 operative departments with separate teachers. These vary in size from the small capitation schools to large Convents of from 200 up to 600 pupils.

About half the schools are in co. Waterford, a third of them in co. Kilkenny; the rest are in co. Wexford and co. Carlow.

A peculiar feature of this district is the large number of Convent schools, eighteen in thirty-three departments, with two P.L. Union departments under nuns. There is also a large school being built for nuns, and one or two others may be transferred to them. A very considerable proportion of the pupils are educated in these large Convent schools.

Another feature of the district is the number of double schools for boys and girls separately, making up more than the half of all; these are often in the rural parts, where population is sparse and diminishing, and are therefore mostly small and difficult to maintain. The attendance at these small schools is painfully precarious, involving from time to time loss of assistants and monitors, and even diminution of the salaries of principals, which must cause them much anxiety, and lessen the attractiveness of the position of teacher. Moreover, such small schools afford little scope for division of labour, or for emulation among pupils; and they are also difficult to teach, especially where there is but one teacher for all classes and subjects.

There are four P.L. Union schools (in workhouses), with nine departments, under distinct teachers.

The Model School in Waterford has two departments, of which that for girls has increased so as to require an assistant; the boys' department would be larger, but for endowed schools in the city.

There are about sixty masters of separate departments, and seventy lay mistresses; there are also twelve lay male assistants, sixteen female assistants in ordinary schools, and as many more in Convent

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Waterford.

Extent.

Towns.

Pupils.

Schools.

Convent
Schools.

Double
Schools.

Poor Law
Union
Schools.

Model
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Teachers.

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Monks.

Buildings.

Improvements.

schools, paid by the nuns at least £30 a year; but some have £35, some £40, and one £50 per annum; three of the Convents also employ an *extra* number of lay assistants at about half pay.

There is a large staff of monitors, now mostly in the Convent schools, where they are well taught, and receive a good training. At last Easter examinations the monitors of Third and Fifth years passed generally with credit, and several with distinction.

In consequence of the decrease of population, the space accommodation is, in most rural schools, ample; but in some places extensions are needed; in others very old buildings require to be replaced; and in several cases the out offices are not up to modern requirements. The Ferrybank Convent has expended over £1,000 in enlarging and improving their school buildings in a very superior way. St. Stephen's Monastery school has recently been built to accommodate some 600 pupils. Ferrybank Male (new vested) school supplies a greatly needed improvement; and in Passage fine new (vested) schools have been opened by Father Flynn. Tullogher new (vested) school has replaced a wretched room, by the efforts of Canon Holohan, aided by Board's grant. At Drummond (co. Carlow) a new house has been built by local effort.

New
Grants.

Applications.

Inferior
buildings.

Three new grants have been made, one for an additional school in Ballybricken, one to build a new school beyond Dungarvan.

Several applications for grants are being dealt with: one to replace the temporary building of St. Alphonsus' Convent in Waterford; one for new schools at Rower; also to improve Dunkitt Schools; Portlaw Convent, too, is seeking aid to build new schools much required; and at Dunmore the nuns are about making improvements.

Faithlegg Female School requires extension to meet increased attendance, and this, I have reason to believe, will soon be effected. Other school buildings behind the times are: Castletown, Currahaha, and Garranbane, in co. Waterford; Duncannon, Aghclare, and Templetown, in co. Wexford; and Listerlinn, in co. Kilkenny.

Some outbuildings also are unsatisfactory from proximity to schools, want of drainage, &c.—a matter formerly too little attended to.

Fitting up.

When I came to this district three years ago I noticed a strong contrast to the northern schools, in regard to fitting up of rooms: especially in the scarcity of maps, pictures, &c., here; also in regard to want of attention to cleanliness, neatness, and taste, as shown by the general state of school-rooms, offices, and premises, which I have pointed out in my reports on many schools. In these respects there is noticeable improvement of late; and several even of the remote rural schools are now models of taste and neatness, as Knockmahon, Kill Male, Mullinakil, Bellgunner Male, which reflect credit on their teachers. Monroe and Killeak also show how teachers of special energy and devotion to their schools can, even in unfavourable circumstances, succeed in improving school buildings, grounds, &c.

Improvements.

There are many other cases, I am happy to say, of the display of taste, neatness, order, &c., where maps are now more numerous, better suspended, and supplemented by interesting pictures, and even sets of specimens for Object Lessons. The floors, too, are more commonly supplied with draft circles and marching lines; school clocks are better kept in order. These matters, though secondary, are by no means unimportant. Taste, indeed, is by no means wanting in the south, as shown by the love of display on set occasions; but habits of order and cleanliness are not so constantly in evidence as

could be wished; and here the schools might be expected to lead the way, to set the example, and hold up the model.

I must say that the above remarks do not apply to the Convent schools, which were generally well furnished, and adequately supplied with apparatus; and, moreover, for the most part furnish constant examples of cleanliness, order, taste, &c.; sometimes in striking contrast with surrounding streets or villages, on which they should have an improving effect.

Turning to the primary consideration of the efficiency of the schools: about one in five, or 20 per cent., may be classed as excellent for their circumstances, and these include more than half of the Convent schools. In such schools the proficiency of the classes is well up to the standards, the pupils are properly trained, and there is an effort to reach excellence. Besides the Convent schools, many are under females, and a few are under untrained teachers.

Including the excellent, about two in five, or 40 per cent. are good schools, coming up to the requirements of the Programme so far as circumstances permit. In this group, nearly all the Convent schools are included; more than two-thirds are under females, and less than one-fourth are under untrained teachers.

A larger group (over 40 per cent.) may be called fair or medium; these might be better even under their present circumstances, with more skill, zeal, and energy on the part of the teachers, about half of whom are males and half females, also half are trained teachers and half untrained. These schools are nearly all capable of improvement, and most will likely improve, and rise to the condition of good schools.

There remain over twenty schools which must be classed as inferior; not only is the answering of the pupils bad, the proficiency low, but training is wanted; the pupils are for the most part dull, unintelligent, and appear different from those of the better schools. More than half of these inferior schools are under masters, and about one-third are taught by trained teachers. In several of those cases, however, improvements may be expected as changes of teachers occur, some teachers having resigned or retired on a pension; one has been depressed from the rank of principal to that of assistant, another has been threatened with similar action; and, in other cases, changes must be made unless the teachers exert themselves. In most of these cases the teachers must be held accountable, the circumstances being similar to those of adjoining good schools. Thus we have a good flourishing boys' school next door to a low grade girls' school; in another case, a master not highly classed, and well up in years, has a very satisfactory boys' school, while the sisters of those boys are in an inferior position under a young and trained mistress, in the adjoining school. In a third case an excellent and flourishing girls' school is adjacent to a low grade school under a trained master; this incongruity occurs in several instances.

A few of the teachers of these low grade schools are, perhaps, too old to justify harsh measures, and yet they cannot be expected to improve much; they are, however, approaching the age for retirement. There are, however, some cases of young trained teachers of both sexes who appear to have missed their vocation.

In relation to the efficiency of schools the selection of teachers is a matter of great consequence, as it is difficult to remove an inefficient teacher, and, meantime, much harm is done; hence advantage should be taken of vacancies to secure efficient, and not barely qualified teachers.

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Convent
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Efficiency
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Good.

Bad.

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teachers.

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There is a great difference between paper qualifications and actual efficiency. I could well illustrate this by cases occurring here. In all, over fifty changes of lay teachers or assistants took place in the past three years. One principal had to resign, having first let the school run down in every way; one assistant was dismissed by the manager for reports of inefficiency; in other cases much better appointments could have been made. Sometimes local influences have too much effect. Sometimes, indeed, schools have been held in families; and while the teacher's child might get a preference, this consideration should not be permitted to outweigh that of general fitness and efficiency. The results of a bad selection in such cases are well known: inefficiency, unfavourable reports; the same trouble over again to get schools up to a proper standard.

Proficiency:
Reading
and
Explan-
ation.

Reading has been pretty well taught in this district; but Explanation was (here as elsewhere) not sufficiently attended to. However the rule requiring Explanation also for a pass in Reading, at least in the higher classes, has effected much improvement; besides, I insisted on having Explanation explicitly inserted on the new time-tables; so that more time and attention have been devoted to it, with the result that the meanings of words are given, too often, indeed, in a mechanical way, but in a good number of schools with pleasing intelligence. If the meanings of words be given at all at the heads of lessons, they should be really simple and explanatory meanings, not such as "Wavy, flowing," "Timid, wanting courage"—how much more intelligence was shown by the Second class boy who explained "accident" by "didn't mean it." In this matter of Explanation the really good teacher is perhaps best shown; and no school work is more important than to lead the pupils to understand, and to explain to others what they read.

Explanation should accompany Reading in all stages from the very beginning, and not merely from the Second class. Even such sentences as "The wolf is a beast of prey," or "The use of the reins is to pull the bit," may well need explanation of a simple sort to an Infant, or a First class pupil.

I find that pupils who can read our Sixth book are well able to read any ordinary English.

Poetry.

Recitation of Poetry has acquired a new interest to the pupils, since I introduced the mode of simultaneous or class recitation; they learn to keep time together, to speak out clearly and audibly, to mark the pauses; and may thus be trained to bring out the sense, and even the sentiment, as I heard done *perfectly* by a very large class in the Dungarvan Convent of Mercy School. The pupils delight in this exercise; but individual accuracy must also be tested otherwise.

Penman-
ship:
Composition.

The subject of Composition, or Letter-writing, was conspicuously backward in this district, the mere *form* of a letter being aimed at without any effort at Composition, any expression of ideas, or description of observations. In this, as in similar cases, the remedy I applied was a practical one, namely, to exhibit in the schools some good specimens of letters written by pupils. The teachers readily acknowledged the superiority of those specimens, and admitted the practical utility of such Composition; in fact, most of them took the matter up, and set themselves to improve Letter-writing; so that there is now no want of fulness in the Letters, many of which would form models for other schools. Composition, indeed, seems well adapted to southern pupils, from their lively fancy, fluent expression, and ready wit.

Hence I now find the Letters often fanciful; thus, for an account of a journey or an excursion, fictitious narratives of extensive, but imaginary, trips are not uncommonly given; and even a description of an actual occurrence will frequently be embellished with various lively incidents, at the taste of the writer; some teachers encourage this to give variety, facility in composition, &c. Now in the north I never found this fanciful style, but a real account of actual experiences, observations, &c. I have also had Composition, or Letter-writing, mentioned on all the new time-tables. The Letters, though improved in style and volume, and, in many cases, correctly spelled, with correct Grammar and punctuation, yet too often show words misspelled, and errors in Grammar. But there are numerous specimens excellent for children, and they should carry this with them as a practical accomplishment.

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Another defect, in both copies and exercises, was the almost universal habit of careless and confused dating and signature: the day of month, number of year, and child's register number being often unintelligibly intermixed, and rarely done with clearness and simplicity. I have found this defect common in other districts. The simple remedy is for the teacher to write the date for each day on a ruled blackboard for the imitation of the pupils.

Arithmetic is, on the whole, a favourite subject in the south; yet I found Tables, Mental Addition and Subtraction, and, indeed, Mental Arithmetic generally backward; but all are receiving more attention; and this quickness and accuracy in the Tables in junior classes tends to much better work in the senior classes. On looking over the exercises of 5th, &c., on paper, I have often found errors in applying the simple Tables; and all sorts of mental calculations are also of every day utility in real affairs.

Arithmetic.

As I have often pointed out, I consider our Programme defective at both ends—too easy in the earlier, and too severe in the later tests; besides, the order of the Rules is not the best. And as our Programme directs the teaching, care should be taken that it is systematically progressive both as to connection and deduction.

The examination of Arithmetic by cards is, it may be pointed out, totally different from the nature of the examination in other subjects, and much more difficult, which, no doubt, is one reason for the comparative number of failures on cards.

Cards.

In Reading, Spelling, &c., the pupils are all tested in the very words and sentences practised during the year; while in Arithmetic each pupil has different sums, and such as he is supposed never to have worked before; the amount of examination work is also much greater than in other subjects. Thus the most difficult subject gets the severest test.

I think there is too much desk work at Arithmetic in the schools, Desk and too little teaching at the blackboard, including working on the board by one pupil, the others assisting and correcting.

Grammar is, on the whole, very fairly taught so far as parsing goes. At first, indeed, I found the senior classes feeble enough at oral parsing, from the former habit of parsing on paper, which I always found inefficient to produce intelligent parsing. The teachers seem to have a taste for this subject, and the pupils take to it readily; the advanced pupils and monitors generally parse even Poetry pretty well, including transposition, ellipses, &c. Parsing is, however, of very doubtful value to Third and Fourth classes, especially when mechanically taught. I have found too little given of the connections and

Grammar.

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Pronunciation.

relations, what words conjunctions join, what pronouns stand for, &c. Also, the habit too common of omitting to state what the preposition governs or connects.

The application of Grammar to correction of common errors in Letters is too little availed of.

Indeed, there are several very common errors in the spoken language of the pupils, but the schools should assist in getting rid of them, at least, when the pupils know Grammar.

Perhaps under Grammar should come peculiarities of pronunciation, if not better under Reading. Here in the south there are some points to admire, as the distinguishing of *they* and *the*, also of *too* and *to*, which are generally confused in the north; so the sounds of the vowels are sometimes better given, as in *dog*, which is called *dawg* in the north; the long vowels also are more fully sounded here. But *sh* is often sounded at *d* or *t*.

Geography.

Geography had not been satisfactorily taught in many schools; as (1) the maps were little used, and the book too much relied on; (2) even where used the maps were merely pointed at, the relative positions of places not being given, some teachers expressing surprise that they should be asked; (3) I had great trouble in having even suitable pointers provided, instead of the short rulers, which cause one pupil to hide the map from all the others. The teachers, indeed, did not seem to take to this subject so readily as to Grammar, though it is easier, more interesting, and more generally useful.

Maps.

Instead of merely following the book (as is too common), the map should be used as a basis for observation, deduction, and description; the pupils inferring the positions, and neatly expressing the relations of places.

Book v.
Map.

I have often recommended teachers not to use any book in teaching maps to Third and Fourth classes at least; rather to teach the maps as Object Lessons.

Indeed, even where the Programme specifies Geography, this is too often taken to exclude the map; so I have found Sixth classes who could answer all about the British Empire from the book, and yet could not point out the *counties* on the map of England. Now Geography includes both book and map—rather, it refers book knowledge to the map, which must never be discarded if any real sound teaching is to be done. I believe, however, map teaching is improving here.

Training
Colleges.

I must say that trained teachers did not show themselves very expert in this matter; and it may therefore be doubted if this subject is afforded adequate consideration, probably from want of time and variety of subjects, yet it seems clear that the Training Colleges

Teachers.

should turn out teachers capable of dealing with all subjects by suitable methods; that is, (a.) acquainted with the general theories of teaching, training, and educating children; and, (b.) practically able to apply these theories in suitable methods of teaching the different branches of instruction, and of adapting them to varying circumstances. I am daily impressed with the practical importance of (1) general intelligence on the part of teachers; (2) the study of how to enlist the attention and arouse the interest of pupils; (3) of fundamentally sound methods of presenting the elements to children, to save them from acquiring erroneous opinions and fallacious views, so hard to eradicate; (4) of the different faculties brought into play by the various school exercises; (5) how to take advantage of the peculiarities of each subject to train the pupils in intelligent observation, clearness of thought, and facility of expression.

I must say there is much lack of that spontaneous adoption of good methods; there is too much tendency to keep in a beaten track, and that not always a good one. I have indeed found the southern teachers, like the southern generally, respectful, polite, appreciative; seemingly ready to take, and even anxious to receive hints on teaching; but though I have spent much time, and given much attention, in trying to correct wrong methods and to illustrate proper teaching, I cannot but feel that such efforts must be but partial in their effects; for they would require far more time than could be given to each school; that is to say, only a few points at most can be illustrated at a time, the particular points varying from school to school as they happen to arise.

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Vocal Music, chiefly Tonic Sol-fa, is well taught in all the Convent schools, and some others: the people here in the south are musical, and the pupils readily learn singing. Indeed, the full melodious tones of the southern tongue are very pleasing, and the soft musical voices of the children are charming. This is a subject in which the pupils take great delight; and the knowledge of it will remain a source of permanent pleasure to them.

Vocal
Music.

I found the songs rather neglected, but I consider them a great part of the training, both as to taste and sentiment, as social and agreeable, and also a considerable training of voice and ear; and I therefore encourage songs—indeed, even singing by ear is desirable in the absence of notes.

Songs.

Agriculture is, of course, taught from books in rural boys' schools; but unless where the boys have an actual knowledge of the subject matter, of the crops, of cattle, &c., it cannot be of much use; hence I believe it should not be forced even in small towns, about which there is chiefly grazing; and unless illustrated in home or school practice, the teaching is largely labour in vain.

Agriculture.

This naturally leads up to the practical aspects of school teaching; and in this respect the district has three school farms, Woodstock, Glommore and Mulmahorna; and three school gardens, Inistioge, Brownstown and Kilmacow, the two latter recently formed. These should be useful and instructive to the pupils and the parents. The rarity of gardens is very striking: thus I have been told by the teachers of more than one rural parish, that the only gardens were those of the clergymen. School gardens, besides serving as an example to the pupils, would also furnish rural teachers with a useful and agreeable occupation for their evenings and leisure time.

Practical
subjects.

Gardens.

There are three Industrial departments connected with Convent schools, at Stradbally, Dungarvan, and New Ross, where also a fourth is recently established, though not yet fully recognised. These are, no doubt, useful so far as they go, and give employment to a considerable number of females; the whole earnings going to the workers, the teacher being paid by the Board, and the machines usually provided by friends. In these departments, shirtmaking, stocking weaving, &c., are carried on in a practical way, though, of course, not on a mercantile basis, as there seems no profit, and no replacing of fixed capital. At Stradbally Convent weaving is also carried on; also very fine gold and silver embroidery, and the New Ross lace is a speciality.

Industrial
Depart-
ments.

Needle-
work.

Strange to say, Needlework was a branch in which I found those southern schools decidedly inferior to the northern, though the industrial scheme for Sixth class girls had been extensively adopted. Plain sewing and knitting were much behind. I had, however, numerous excellent specimens exhibited to teachers and pupils, who

Reports on the State of National Education. were anxious to improve, especially in the difficult matters of gathering, darning, and making buttonholes; and a high degree of excellence has now been attained in many schools, especially in the Convent schools, where samples were eagerly sought, and hints gladly taken up. Indeed, I may say generally, that I have found the nuns eager for hints on methods; anxious to obtain specimens of Letters, Work, Drawing, &c.

Waterford. Cutting out, which was rather neglected, is now much better attended to. But the special Industrial scheme is being gradually given up, especially since it has become optional.

Convent Schools. Cookery was tried in the Model school, and in four of the Convent schools: the Ursuline, the Dunmore Convent; also at Mooncoin and Dungarvan Convent of Mercy; and in the two latter it is still carried on. This is a branch of primary importance from a practical point of view, standing even before Needlework; and certainly Cookery should share with Needlework the large part (one-fourth of the whole) of the school time devoted to practical work. Besides, from an educational point of view, it might be the means of valuable training in cleanliness, dexterity, order, economy, &c., and it involves many practical applications of elementary science. No doubt the cost is a serious difficulty, but this would be considerably diminished with experience. The girls certainly take the liveliest interest in this active branch.

Irish. Irish is taught as an extra branch in three schools in the south-west of the district; and where the pupils speak it, or even hear it, there can be no doubt it is a very suitable extra subject, as the comparison of languages is a great gain, both from a linguistic and from an intellectual point of view. The Stradbally Convent has been very successful in this branch, having gained medal, &c.

Drawing. Drawing is chiefly taught in the Convent schools, generally by a specially qualified member of the community; but it is being more taken up in the ordinary schools also. The Drawing Charts, preventing measuring and tracing, tend to improve the teaching of Drawing, and to make it more a hand and eye training; but the teacher's sketch on the board would be still better. In some of the Convent schools shading is highly advanced, as in the Ursuline; while even colouring is well done in Dunmore and Dungarvan Convents of Mercy.

Book-keeping. Book-keeping is well taught in a number of schools, and besides the training in neatness of figuring, carefulness of writing, and accuracy of entering, it should be a useful practical preparation for many who go to business. Even the difficult and complicated Sixth Set is well understood in some of the Convent schools, and also in the male department of the Model school. There is also a very considerable amount of intellectual exercise in journalising, posting, and balancing.

Algebra and Geometry. I regret to say that Algebra, Geometry, and Mensuration, are seldom presented at Results examination. The reason as to Algebra I take to be that the Programme is too severe in second and third years; and as to Geometry there is further the combination with Mensuration which might well be separate. Indeed, Mensuration and Geometrical Drawing are two applications of Geometry that I would like to see far more widely taught, as they are both practically useful in many trades, and can be made an excellent intellectual and even practical training. I am glad to say that Mr. MacMahon keeps up the teaching of Algebra and Geometry (in the Model school) soundly and successfully even to third year's course.

Model Schools.

The rule requiring special exercises for Infants has done much to enliven and interest the little ones; every school has now some exercises for Infants, such as Singing, Drill, Drawing, Ball-frame, Object Lessons.

Some very good Object Lessons are given, thus:—

- (1.) A master had honeycomb, honey, bees, &c., and gave a very interesting lesson;
- (2.) Another had coins: farthing, halfpenny, penny, and silver coins, on which a very good lesson was given;
- (3.) Again, bread, flour, wheat, all shown, formed the basis of a good Object Lesson;
- (4.) So postage stamps of different colours, sizes, prices;
- (5.) Also a horse shoe, nails, iron, &c.

Such lessons are the best, getting the pupils to observe, compare, infer, describe.

Next to these are pictures suggestive of groups of common objects, or scenes, and in several cases good use was made of these. But too often the picture (or even object) is a mere starting point for an abstract and learned lesson far beyond the capacity of infants; such lessons are often taken out of books, and are generally unsuitable. Indeed, the simplest and commonest objects, as bread, coal, sugar, water, form the best bases for Object Lessons properly worked out; though to the average teacher this is a difficult matter, and shows, indeed, the real teacher as compared with the mere mechanical one.

Counting exercises by aid of the Ball-frame are often presented, and could be made very useful; but frequently want of skill and knowledge was shown in the teaching of these elements.

Much improvement is evident in the physical exercises, marching, drill, games, &c., in which the pupils take such delight. In the Ursuline Convent, Miss Fitch has developed many of these games without apparatus. In other schools, poles, hoops, fans, sails, &c., are used with much effect.

It is desirable that Kindergarten principles and methods should be applied, where possible, in the teaching of other subjects.

During the past year the Time-tables of all the schools came under revision, having, for the first time (in Ireland), to be signed by the inspector, in connection with the new rules as to roll-call, &c.; and thus a good test (so far as it went) was afforded of the skill and judgment of the teachers in drawing up Time-tables. The main points considered by me were: (a.) did the Time-table provide four hours' secular instruction after roll-call; (b.) was adequate time given after roll-call to each compulsory subject; (c.) the question of any glaring defects was also considered.

I saw that here was a good opportunity for trying to improve the Time-tables, for it was surprising to find that almost all the teachers failed at the first attempt to meet the above simple tests; so that I had to return nearly all Time-tables with notings of defects and hints as to improvements; many had to be returned twice for correction, some oftener. Even the simple requirement (a.) to show four hours' secular instruction after roll-call, led to many mistakes; while (b.) was a fertile source of confusion on the part of many even trained and highly classed teachers.

Hence I am forced to conclude: (a.) that a higher standard of intelligence should be displayed by highly classed trained teachers; (b.) that school organization, including the construction of Time-tables, has not yet received adequate attention in the Training Colleges.

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Infant
exercises.
Object
lessons.

Picture
lessons.

Ball-
frames.

Exercises.

Applica-
tions of
Kinderga-
rten.

Time tables

Defects.

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Professors
of method.

Attendance
affected.

(a)
Weather
(b) Works.

(c)
Epidemics.

(c) Compulsion

Habits,
Training,
&c.

I believe, also, that methods of teaching, &c., should be the chief work of the Training Colleges; and, therefore, more than one Professor of Method would be necessary.

The rural schools are constantly subject to fluctuations from two causes which do not so much affect towns; namely, (a.) the weather, wet, wind, rain, snow, &c., interfering especially with the attendance of the younger pupils in winter months; and (b.) the seasonal works: sowing, planting, weeding, &c., which, again, are often prolonged by bad weather.

In this district the salmon fishing also affects many of the schools, the boys for miles from the rivers going to fish for months, and, not being fit for school after a night on the river.

Many schools, rural and urban, have, in the past year, suffered from epidemics: thus, in the city of Waterford, from measles in the early months of 1899, and now, in the later months, from scarlatina, which was considered so dangerous that the sanitary officers wished the schools closed to prevent the spread of infection; and the law excluding children from affected homes was rigidly enforced; thus greatly reducing the averages of the schools in the city for the first and last quarters of 1899; and also preventing the enforcement of the Compulsory Act both in Waterford and in Dungarvan, which also suffered from measles.

The Compulsory Attendance Act has been operative in Waterford and Dungarvan for most of the year, under efficient and zealous committees; but their action has been impeded, especially in Waterford, by the prevalence of epidemics, measles in the early part, and scarlatina in the end.

When passing through the streets during school hours, groups of idle children are to be seen; the public announcement that the Act would be enforced drove many of these into the schools, some of which were overcrowded, thus proving that compulsion was required; but partly on account of the epidemics, and partly, I understand, as the parents and children found the Act not so very terrible, this influx has fallen off again, so that in one large school, the conductor told me that of 580 pupils on roll, only 190, or less than one-third, had made the seventy-five half-yearly attendances required by the Act. The secretary of the Waterford Committee writes to me as follows:—"The Act is defective in regard to truants, as we have not similar powers to those in England. I have had letters from various committees complaining of this." The secretary of the Dungarvan Committee informs me that the number attending has increased about 25 per cent. A great many notices have been served, and many attendance orders issued, and in ten cases fines of from 1s. to 5s. inflicted.

As it appears that over one-fourth of the pupils leave school without passing even in the Fourth class, not to speak of numbers who do not attend school at all, for the sake of those children, as well as of society, some means of getting them to acquire the elements of knowledge seems urgently needed.

The committee appointed in New Ross, three years ago, failed on account of want of funds, I understand, to put the Act in force; but I hope the new committee now formed may be enabled to make it operative.

While a large number of the schools do good work in actual teaching, much more might be expected in the way of training in habits of order, accuracy, &c., which also conduce to better work in every way, besides forming character, and preparing for business.

Here again the Training Colleges, and especially their practising schools, will have much to answer for if they do not, by *example* as well as by precept, form the teachers to those habits of mind and action; those modes of looking at all the details of school business, which will most conduce to order, discipline, and efficiency.

Considering the opposition to the Model schools, the absence of encouragement, and the advantages offered by some other schools, they have done very fairly. The boys are soundly taught, well trained, and prepared for various situations by the Head Master; while the girls' school has increased in numbers, so that an assistant is now some time in office, and the school has been improved by Kindergarten method, &c.

I should like to mention the conductors of some Convent schools for their zeal and devotedness, not only in teaching and training their pupils, but also in trying to fit them for employment and occupations. I should like to refer especially to some heads of Convents who stayed close by day after day through long hours, watching every turn, catching every hint, that could be of use in the future organization and teaching of their schools. They carefully attended to every suggestion as to apparatus, modes of teaching, &c.; and by various intelligent and pointed questions, showed a keen appreciation of improvements.

The children are docile, very respectful, and, in many parts, smart and bright. They are also eager to learn when properly taught, and like being examined when their interest is aroused: everything must be inspected, from the exercises written during the year to the garments made, &c., or they do not go away satisfied.

There is, of course, a good deal of variety in a large district like this, and the rural and the inland pupils are generally heavier and slower than those of the towns and of the seaports.

I am, Gentlemen,

Your obedient servant,

J. B. SKEFFINGTON, M.A., LL.D.,

District Inspector.

General Report on the Millstreet District by
Mr. P. J. FITZGERALD, District Inspector.

Mr. P. J.
FitzGerald,
District
Inspector,
Millstreet.

Millstreet, November, 1899.

GENTLEMEN,—I beg to submit the following Report on the state of Schools education in the National schools of this district.

There are now 116 schools in operation here, only one new school having been taken into connection since I furnished my former report. These 116 schools include four Convent National schools, in one of which the principle of classification has been adopted, and three Poor Law Union schools, each containing two departments. Eleven of the schools are vested in the Commissioners, seventy-four are vested in Trustees, and the remainder are non-vested.

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Seven of the non-vested schools which were in operation in 1896 have been replaced by schools vested in Trustees, and in every one of these cases the new schools were much needed. A few of the existing schools vested in Trustees are now in a bad state, and will also be replaced by new schools. Among these I may mention Cullin Male and Female, the unsatisfactory condition of which was described at length in my previous Report, and Toames Male and Female, which have become dilapidated, and will disappear off the list of schools in operation as soon as the manager can procure a suitable site. The building in which the Dromagh schools are conducted will be replaced by a house, which will be vested in the Commissioners.

The Macroom Male (1) and (2) schools are carried on in a very unsuitable building, and amid unfavourable surroundings. The heat is insufferable in summer, and the cold of winter is equally hard to bear. Some difficulty has arisen in connection with the procuring of a convenient site. A site free of rent could have been obtained from Lady Ardilaun, but the offer was not accepted, as the position was not sufficiently central. Attempts have, I believe, been made to purchase sites which would be convenient, but the price demanded has been prohibitive. The matter is very urgent. If the health of both teachers and pupils is not to be endangered, the erection of these schools should be no longer delayed.

A new vested school is in course of erection at Ballinagree, and is now almost ready for occupation. It was urgently required. Grants have also been made for the enlargement and structural improvement of several schools, including Knocknagree Male and Female, Carrigininna Male and Female, Kilcorney Male and Female, Dundareirke, and Lismire Male.

The manager of the Coolea school has also applied for grants to build new schools at Ballyvourney and Slieveragh, the latter of which is a very urgent case. A new male school is also urgently required at Rathmore, and I have no doubt but it will be provided in the immediate future. It will be seen from this list of new schools actually built or in contemplation, and of improvements effected or about to be effected, that the managers of the schools of this district are keenly alive to the desirability of providing for the comfort of the children, and of facilitating in every possible way the work of the teachers. The great centre of activity has been Kilnamartyra, to whose parish priest, Rev. W. O'Donovan, we are indebted for no less than four new schools.

State of
repair.

With regard to the state of repair in which the schools are kept, while there is rarely a case of absolute neglect, I cannot say that a great deal is expended on their maintenance. There is very little done in addition to the annual whitewashing of the interior. Built as schools frequently are in exposed situations, they cannot stand interminably the wear and tear of our changeable climate. Yet I find the painting of the woodwork, which is so necessary under such circumstances, almost totally neglected. The little that is laid out still comes in many cases out of the pockets of the teachers. When money is expended by the managers it is often drawn from their private incomes.

Apparatus.

Most of the apparatus provided in the schools of this district is either the private property of the teachers, or has been provided by subscriptions raised from the children. It is the same with regard to firing. There is so much unpleasantness connected with the raising of these subscriptions that in many cases teachers prefer to dispense with them altogether and to defray the whole cost themselves. If they use

pressure they run the risk of being taunted with appropriating the paltry sums to their own use; whereas the actual fact is, that they have invariably to supplement largely whatever has been contributed even by the cheerful givers. It is not fair to the teacher to place him in this position. His duties, if he is diligent and conscientious, entail worry and anxiety enough, and he ought to be spared the humiliation of begging for the maintenance of his school.

Though I sympathise fully with the teachers in this matter of keeping their schools properly equipped, I have no sympathy whatever with those who do not pay proper attention to neatness and order. Much of the untidiness which characterizes many schools could be avoided, and much of the decay of woodwork, maps, and tablets could be prevented by the removal of dust and by a little timely attention. I have often to report neglect of the practical rule which requires attention to this matter of cleanliness and order. I find accumulations of dust on the walls, maps, and window-panes, and slates and copy-books strewn about in disorder, the former broken through careless handling, and the latter dog-eared and soiled. I cannot understand how a teacher can look for days at a map from which the roller has been partially detached, or defer the mending of a portion which has become detached from the cloth, till it falls off of its own weight and gets lost. Teachers can never expect to be relieved of the duty of taking proper care of the school apparatus.

Considerable improvement has taken place in the classification of the teachers of this district within the last three years. The following table will show their classification at present:—

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Neatness
and order.

Teachers;
their classi-
fication and
general
efficiency.

CLASS.	MALES.		FEMALES.		Total.
	Principals.	Assistants.	Principals.	Assistants.	
I.	15	—	9	1	25
II.	17	3	11	4	35
III.	23	14	22	20	79
IV.	11	20	9	19	59

The number of teachers in I.¹ has increased by seven, and the number in III. class has decreased from seventy-three to fifty-nine. There are twenty-five teachers in I.¹ as per the return given above, but there are actually twenty-six, one who was formerly returned in the table having since joined a religious community in the district. Besides these there are the teachers of the three Convent schools, in which the principle of classification has not been adopted. There are only twenty principals now in III. class. Three have left the service since 1896, and there are some others who cannot be retained much longer. There are seventy-five principals in II. class. Two of these were classed II.¹ when they completed their course of training, and will probably very soon be promoted to I. class. The majority of these II. class principals are capable and conscientious teachers, and conduct their schools in a highly meritorious manner; but there are a few of them who are no acquisition to the district. The principals ranking in I. class are, as a body, conscientious and attentive in the discharge of their duties. They are well informed, and possess considerable skill in

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the art of teaching and school organization. Not a few are highly efficient, industrious, and naturally gifted with that readiness and resource which make a teacher's work so easy to himself and so profitable to his pupils. Some, on whom the onerous duty devolves of conducting their schools unaided, exercise a vigilance and exhibit a degree of skill in the organization of their work which deserves more than ordinary recognition. As a rule, the schools of such teachers not only furnish good examples of sound education, but are also models of neatness and order. The young teachers recently trained seem to have a correct appreciation of the arduous nature of the duties they have undertaken. All of them with whom I have come in contact are skilful and devoted. There are, however, a number of teachers in I.² class who lack one or more of the qualities that are requisite for successful work. I have met with some men and women in this class who do not make adequate preparation for their school work, who are neither vigilant nor industrious, and whose work scarcely warrants their retention in their present class. Such people do a lot of drudgery, and imagine they are being harshly dealt with when their work is unfavourably reported on. They must bestow more thought on the arrangement and preparation of their lessons before they can come to be regarded as discharging their duties in such a manner as to entitle them to still further promotion.

Organiza-
tion.

I have said that teachers are to be found in all grades who conduct their schools in a thoroughly satisfactory manner, and that in the case of some of the I. class teachers, this has been accomplished even in the absence of superior natural ability. The secret of the success of a good many lies in organizing skill, vigilance, and industry, and I do not think that until recently this matter of organization received as much attention as it deserved. The Time Tables have, however, been recently overhauled. Some of the schools of this district have been "organized" by a Board's organizer. In all cases there has been a considerable improvement effected. In two cases the change has been so marked as to convert inefficient schools into really efficient ones. In the others, though the general improvement is less marked, mainly because the teachers were too old to profit fully by the models placed before them, there is a much better employment of the time devoted to the desk exercises, and the arrangements introduced for Needle-work are much more satisfactory. In connection with organization, there is one matter to which I would wish to direct special attention. It is the mode of utilizing the services of unpaid monitors. I find their work almost always worthless. In many cases I have found them doing more harm than good. And yet I believe that they can be made to render very material aid. Now that the number of paid monitors has been reduced, teachers will be compelled to rely more on the assistance of their pupils. They will find it necessary to give those pupils some instruction in the art of teaching, if that assistance is to be of any use. When it is not possible to conduct the school business without the aid of unpaid monitors, the teacher should draft a Time Table for the employment of these children at teaching, and he should provide a special lesson for their benefit every evening, in lieu of the lesson which they lose. A lesson in Reading or Arithmetic would compensate them for the lessons from which they were absent during the day.

Paid
monitors.

The paid monitors of this district continue to acquit themselves creditably at the annual examinations. A large proportion of them are called to one or other of the training establishments, and many of

the female monitors obtain employment in England and Scotland. The introduction of the Practical Test in Teaching as part of the examination is already doing good. This department of monitorial training has been hitherto much neglected. It was utterly impossible under the pressure of Results examinations and various other duties to make sure that as much attention as was required was being devoted to the training of these young people in the art of teaching. Under the new Programme the monitor is supplied with an incentive to making himself proficient in this art, as there is a large number of marks assigned to this subject, and failure to satisfy the examiner in it means loss of the examination. I have entered *con amore* into the spirit of this change, believing as I do that through the instrumentality of this Practical Test, much very necessary reform in the methods of teaching which prevail, can be effected. As the monitors are generally charged with the instruction of the lower classes, the Inspector is afforded the opportunity of making sure that the right plan is adopted with children from the beginning of the school course. I have had very gratifying experiences in connection with this department of my work.

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Attendance.

The attendance of the pupils at the schools of this district has declined somewhat within the past few years. I have made calculations from the statistics of forty-seven schools examined during the latter part of 1898 and the spring months of 1899, and I find on comparison with the corresponding periods of 1897 and 1898 that the gross average daily attendances decreased from 2,988 to 2,887. The number of pupils examined for Results for the same periods was for these schools in years ended March, 1899, and March, 1898, 3,519 and 3,543. This shows that the attendance of the pupils who qualified was slightly less regular in 1899 than in 1898, and that fewer pupils qualified for examination. Managers and teachers have complained of the growing tendency to employ the children at farm work. In some parts of this district labourers cannot be had in busy seasons, and the farmers are forced to keep their children from school in order to get the work done. I have also been told that many families in which men-servants and women-servants were formerly employed cannot afford to pay the prohibitive wages now demanded, and that in consequence the children, both boys and girls, have to assist in the indoor and outdoor work to a much greater extent than formerly. They are, however, allowed to attend school as regularly as possible, but they have little time for home preparation, and are often fatigued after the work of the morning when they arrive at school. Wherever creameries have been established the boys do not attend punctually in the mornings. Though farmers cannot so well afford to pay for labour now as they did when the prices of farm produce were more remunerative, I feel certain that they can make, and ought to be compelled to make, such sacrifices as are necessary in order that their duty towards their children in the matter of education should be fully discharged. The extent to which the attendance is interfered with by fairs and markets constitutes in my opinion a grave scandal. At Munifflagh school, within five miles of the town of Macroom, the attendance on Macroom fair days is nil. The attendance at the Ballyvoig schools—seven English miles from Macroom—and at Toames Male and Female, Castleview Male and Female, Rushen Male and Female, and Gurrane Male and Female, is so low that the attendances on these days are, as a rule, excluded from the average attendance. In some of these cases, I fear that the teachers do not encourage the children to attend, and what is worse,

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Epidemics.

Irregular
attendance.

Proficiency.

Reading.

I fear they do not realize the injury which is being done to themselves by this sort of irregularity.

Most of the schools of this district suffered from an epidemic of measles within the past twelve months. A very severe epidemic of typhus fever broke out in the vicinity of Knocknagree during the winter months of 1898. There were some deaths and a panic ensued, resulting in the closing of the schools for a lengthened period. This epidemic had hardly run its course when measles of a very virulent type broke out, and the schools were again thinned. The teachers of these schools suffered very substantially in pocket by these visitations.

Very many pupils in Fifth and Sixth classes make under 120 attendances in the year. It is not easy for the most efficient teacher to prepare such pupils thoroughly in the Programmes for their classes.

I shall now give my opinion of the proficiency attained in the various subjects of the school programme.

I can state with confidence that the quality of the Reading in the schools under my charge is distinctly better than it was three years ago. The pupils of the junior classes now recognise the words of their Reading lessons without hesitation, group them with considerable accuracy, and are habitually questioned on the meaning of what they read. I have noticed in some schools a marked improvement in articulation and pronunciation, but I must say that this important side of Reading is not generally well attended to. Some vulgarisms of pronunciation appear to be so deeply rooted that the efforts to eradicate them produce little or no effect. These vulgarisms should be singled out for special treatment.

With regard to Explanation, I think the tendency to substitute synonyms which throw little additional light on the meanings of the words to be explained, is still too prevalent. Boys and girls often fail to express in their own words the meaning of a phrase, though they can give the meanings of the individual words which enter into it. I think their failure to do what is required is due not so much to a limited vocabulary as to the fact that they do not know exactly, or even approximately, what the author means. The fact is not generally realised that a much clearer notion can as a rule be given by a suitable illustration than by any form of words. I have more than once examined the pupils of Fifth class in the explanation of lessons descriptive of scenery, in cases where every unusual phrase which turned up could be illustrated from the surrounding country, only to discover that no such illustrations had ever been attempted. There is no denying the fact that to teach reading effectively is one of the most difficult of a teacher's duties, and one for which if he is not naturally resourceful he must make careful preparation.

There is now a great variety of suitable readers on the Board's list, and the teachers of this district are already beginning to avail themselves of the privilege of making their own selection. I should very much like to see some of the Geographical Readers introduced into the schools in this way. If two Reading lessons were provided for each day, the pupils of Fifth and Sixth classes could be taught together after the departure of the junior classes. The unpaid monitors who had been employed during the day could then receive a large share of attention. Teachers who have to conduct their schools unaided would undoubtedly benefit largely by the adoption of this course.

Writing.

A very fair standard is maintained in Writing. A good beginning is now made in the junior classes. It was uphill work to get blackboards suitably prepared for the head-line for First class, but such

blackboards are now to be met with in every school. The teachers are generally so busy at floor lessons that there is very little time for individual teaching. When this, which is admittedly the most effective method of supervision, is not practicable, I have recommended the teachers to ascertain and make a note of the errors committed by the pupils, to announce at the beginning of the lesson the nature of the errors made, to indicate the proper form, and to exhort the pupils to improvement. Letter-writing is now very fairly taught. The form is nearly always correct. Punctuation is being gradually better taught, and the matter of the letter is generally very fair.

It is only in a few of the best schools of the district that I find Arithmetic effectively taught in V.² and VI. classes. The course for these classes is extensive, and the pupils do not attend with as much regularity as do the pupils of the junior classes. The proficiency of the pupils of First, Second, and Third classes is good, and as a rule the answering in Fourth and First Stage of Fifth is fair. I have had many opportunities of seeing the methods of teaching this subject which are generally adopted, and I am not at all satisfied with the way in which teachers proceed. One would expect to find teachers ranking in First class thoroughly capable of giving a useful lesson in Arithmetic, and it is amazing to observe the very poor attempt which many of them generally make. Many of these teachers have considerable experience, and there is therefore less excuse for bad method, or what would be more correctly described as absence of method. I find the teaching beginning at the wrong end, namely, with the stating of the rule. It has been positively painful to me to observe the lack of preparation and absence of resource which characterize such lessons from beginning to end. It is said that the pressure of the Results system has driven teachers to abandon the rational way of teaching Arithmetic, and has forced them to take refuge in "short cuts." All I have to say is that I am thoroughly convinced that under the existing system it is possible to teach on sound lines, and that the sort of teaching I complain of would not produce good results under any system.

Spelling is invariably well taught. Phrase-spelling is now more regularly practised in Infants and First class, and exercises in Transcription and Dictation are regularly done, and as a rule thoroughly revised. I have not observed that the practice of setting a home lesson in Dictation is as generally followed as it deserves to be. One point which is lost sight of very commonly in connection with the reading of Dictation is the necessity of reading each phrase once, and once only.

A general improvement is noticeable in Grammar. It is admittedly a subject of great educational value, and though the immediate purpose of acquiring a knowledge of Grammar is not fulfilled by the method of teaching it adopted in our schools, still in view of the power acquired, through its instrumentality, of understanding the language in its higher forms, it will hold its place on the School Programme. Though the Programme in Grammar for VI. class does not include *Analysis*, the intelligent teacher realises that it is not easy to parse prose and poetry without a fairly comprehensive grasp of its principles, and he bases his lessons mainly on it. Pupils learn in this way to supply ellipses, to recognise inversions of the natural order of words, and to observe the words which are emphasized; and in this way the instruction in Parsing re-acts upon the Reading lessons, and the general intelligence of the pupils is raised. I have had occasion-

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Arithmetic.

Spelling.

Grammar.

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District
Inspector.

Millstreet.

Geography.

ally to report cases of carelessness in connection with the selection of passages for the written exercises in Parsing, but this seldom occurs now.

Geography is as a rule well taught. The maps prescribed for each class are generally well known. Indeed there are seldom failures, except in Sixth class, in which the Programme is extensive. The addition of some interesting information of a general kind, e.g., climate, productions, races of people and their habits, &c., is seldom thought of. The Programme for V.² should be made to embrace a knowledge of the Continents, somewhat less detailed than the knowledge of Europe, which is at present prescribed for V.¹. A knowledge of the continents is at present prescribed as a sub-head for this (V.²) class, but carries no fee. The Programme for VI.¹ class might be made lighter, and VI.² ought to be required to show ten or a dozen maps among their written exercises. Mathematical Geography is not well taught.

Agriculture.

The new text-book in Agriculture seems to find favour with teachers and pupils. The portion prescribed for IV. class is written in a simple style, and is easily grasped. The course prescribed for V.¹ includes some very difficult matter on the subject of manures, and a multitude of details on the subject of Cottage Gardening, which it is hard to expect boys who have never seen the vegetables described to remember. There is a great deal of valuable information on the management of farm animals, and on the principles of stock improvement, a knowledge of which cannot fail to prove useful to an agricultural community by whom the rearing and feeding of such animals is extensively carried on. The portion prescribed specially for VI.² contains a great deal of novel and attractive matter. I find that the boys of this class know this portion well as a rule. There is only one Cottage Garden in this district.

Optional
and extra
branches.

The following Optional and Extra Branches are taught, more or less, in this district:—Book-keeping, Drawing, Music, Algebra, Geometry and Mensuration, Physical Geography, Girls' Reading Book and Domestic Economy, Sewing Machine and Dressmaking, French, Irish, Practical Cookery, and Kindergarten.

Book-
keeping.

Book-keeping is taken up in a good many schools. I find the pupils of VI. class only moderately proficient in the course prescribed for them. If the pupils of this class worked a number of short exercises embracing the principles dealt with in the present Programme, instead of working out as they do now only the sets in the Board's Book-keeping, the proficiency would be likely to improve.

Drawing.

Drawing is now taught in thirty-five schools with varying success. Most of the teachers have discarded the old drawing copy-books, and the subject is now taught by means of charts, which is of course the better plan. In some cases the quality of the work done is excellent. On the other hand it is sometimes very poor.

Music.

There is no increase in the number of schools in which Music is taught, which is a matter of regret. The Tonic Sol-fa system has been adopted in all cases but one. The proficiency is excellent in two Convent schools, and in the others it is very fair.

Algebra.

Algebra is taught in almost all the schools under First class male teachers, and in many of the schools of Second class teachers. The pupils invariably answer creditably on the course for first examination, but only moderately in the courses for the second and third examinations. Very few pupils are presented in the course for third year. The courses for these examinations appear to be too extensive, considering

the time at the disposal of the teachers and pupils. The boys have to be hurried through too many rules, and cannot afford so much time for the working of examples as is necessary for obtaining due familiarity with the various processes. The course for third year is the same as that prescribed by the Commissioners of Intermediate Education for Senior Grade pupils, and covers more ground than the old Programme in Algebra for first class teachers. The course prescribed at present for second examination would appear to be quite sufficient for third examination. A thorough acquaintance with the matter of a much more limited course would be of much greater educational value than a superficial and uncertain knowledge, such as is acquired under existing arrangements. I have noticed in connection with the teaching of Algebra, as with the rules of Arithmetic, that sufficient care is not taken to ground the pupils thoroughly in definitions, symbols, etc.

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The schools which present pupils in Algebra do not all present Geometry. pupils in Geometry. The general proficiency in the latter subject is fair. I cannot refrain from mentioning one case of very remarkable proficiency in Geometry and Mensuration which I came across. The boys of Kingwilliamstown Male school exhibited an amazingly accurate knowledge of the propositions. They never failed to quote authorities for the statements they made. When the subject is taught in this way it becomes a most valuable educational instrument. It is hardly necessary to add however that it is not always taught so effectively. There is only one school in which exercises in Euclid are still taught, namely, Macroom Male No. (1), but this school preserves the best traditions of the best teaching of the old days, in this as in every other department of school work.

French is taught in only one school, Irish in only eight. A portion of this district is Irish speaking, and much instruction is given in the subject to grown boys and girls by teachers and others interested in the preservation of the language. This is particularly the case in the neighbourhood of Macroom.

French
and Irish.

The other Extra Branches are taught very fairly. Sometimes the time devoted to them would be much better spent on the subjects of the Ordinary Programme.

Remaining
extra
branches.

I have from time to time discovered irregularities in the records of pupils' attendance, and have had to report a few cases of extensive and deliberate falsification. I have, however, found the School Accounts in general carefully and honestly kept, and I believe that the teachers of this district are as a body incapable of stooping to the dishonourable course of representing boys and girls as present in school when they were actually absent, or of resorting to other dishonest expedients for fictitiously raising the average attendance. I find the Results returns carefully prepared, the pupils arranged so that my work is greatly facilitated, and the suggestions I offer for the improvement of the schools very frequently carried out.

Accounts.

I have already referred at length to the interest taken by the Managers in the improvement of the schools. I am sustained in the discharge of my duty by the consciousness that I enjoy their confidence, and I seldom suggest to them an improvement which is not carried out, if at all possible.

Managers.

I remain, Gentlemen,

Your obedient servant,

P. J. FITZGERALD, District Inspector.

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Mrs. J. S.
Cussen, B.A.,
District
Inspector,
Killarney.

The
District.

General Report on the Killarney District by Mr. J. S. CUSSEN, B.A., District Inspector.

Killarney, 23rd December, 1899.

GENTLEMEN,—I beg to submit the following report on the Killarney district, of which I have been in charge since 1st February, 1898.

This district comprises the whole of South Kerry, with the exception of the barony of Glanarought, and is composed of the well-known Waterville Peninsula, intersected by the high range of the Macgillicuddy's Reeks, and the more inland portions of the county in the direction of Cork. The population of the inhabited portions is denser than the poor character of the soil would lead one to expect, and is distributed chiefly along a fringe of varying breadth round three sides of the mountains, in the more level country to the east and north-east of Killarney, and in the elevated table-land of Glencar.

The climate The climate and the nature of the soil do not encourage agriculture, but in the districts adjoining the mountains the people combine the cultivation of small farms with mountain grazing. In the east dairying is carried on extensively; and the care of hardy breeds of cattle and sheep forms the chief occupation of the people living in the mountains. Killarney depends on the tourist traffic, and on its trade as a market town; and fishing is carried on extensively along the coast.

The people. The people, though poor, are intelligent, and, when under the care of good teachers, the children show considerable industry. The attendance at school is not good; partly owing to the fact that, though the climate is not cold, storms of great severity are frequent; partly owing to the long distances which many pupils have to go to school; and partly owing to the demands for child labour at the home work. It is remarkable, however, that while few pupils make more than 150 attendances in the year, still fewer above the lowest classes fail to make 100; and that a large proportion complete the full school course. The average size of the schools is larger than in my last district, which was in the densely populated county of Antrim; so that 130 schools in this district give an inspector more work than 150 in Antrim. The actual number of pupils is greater, and the proportion in the two highest classes is nearly 70 per cent. greater. This is a great advantage to the people in Kerry. It enables them to have better school-houses (nearly all vested); it lessens the number of cases in which one teacher is overburdened with many different kinds of work; and, more than all, a good teacher does not regard his appointment to a country school merely as a stepping-stone to something better.

Illiteracy. The proportion of the population in Kerry able to read and write (60 per cent.) is below the average for the whole of Ireland (71 per cent.); but illiteracy in Kerry is largely due to the fact that in this district at least, several remote places were not, until recently, supplied with schools. Assuming that a pupil who has passed through Fourth Class is able to read and write, it will be found that at the present time about 85 per cent. of the children admitted to the schools in the Killarney district reach this standard. The Act of 1892 has not been enforced in any part of the district.

The manners of the peasantry are above what would be expected from their station in life; and this characteristic, which is well

marked in the schools, helps to make one's dealings with the pupils and teachers pleasant, and leads to that mutual understanding which is an aid to progress.

There are several schools in the district doing very good work; schools to which the inspector's visit is made, not with the object of keeping the teachers up to a fair standard of industry, but rather that the advice and suggestions of a stranger, who is familiar with all kinds of schools, may enable him to improve what is already good, or call attention to unnoticed defects. About one-sixth of the schools belong to this class, and rather more than this number are more or less inefficient. The majority of the schools, without being very good or bad, have strongly marked and deeply rooted defects which effectually bar any approach to excellence, and which prevent justice being done to the pupils' intelligence and application to work. It is chiefly of such schools that I shall speak in this report; but it should be borne in mind that, as the teachers' defects are, as a rule, due to general and not individual causes, even the best schools are seldom quite free from them.

If the Reading were to be judged merely by the pupils' acquaintance with the words in their books it would be very fair, but further progress seems to be impeded by the teachers' failure to form a clear conception of what is required, and to give the pupils plenty of practice, with this point kept in view. As a rule the pupil gets sufficient practice; but it is not of such a kind as to form those habits of good reading which would eventually become his guide.

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Reading
and
explanation

The most general fault is, perhaps, rapidity of utterance, which prevents a full articulation of the syllables, and sometimes even causes syllables or the sounds of certain letters to be elided. When the teachers try to make the pupils speak loudly and slowly the pupils often fall into another fault. The Reading becomes loud and slow, but it is delivered in a kind of chant rather than with the speaking voice. The vowel sounds are increased too much in proportion to the consonants; and though one or two pupils reading at the same time fill the room with sound, it is a smooth uniform stream in which the ear can distinguish only a word here and there. In a few places, though the consonants are sounded better, the pupils are disposed to assimilate the vowel sounds, which produces a strange and very unpleasant effect.

The habits of articulation formed by constant whispering cannot be cured by a short reading lesson daily, and the pupils try to speak without opening their mouths properly, attempting to articulate with the lips only. In some schools the teachers show a skill in giving whispered directions which indicates considerable practice in what is a very bad example to the pupils.

It often happens that not only is a clear conception of the requirements of good reading wanting, but imperfect modes of speech are practised in the school unnoticed by the teacher. His perception of certain faults which are quite obvious to a stranger is dulled by custom; and the language being confined to a narrow and familiar range does not seem indistinct to him or his pupils. This often gives trouble at an examination; for the examiner must require the pupils to speak with fair distinctness if he is to follow the work; and he has neither the time to permit the frequent repetition of answers nor the inclination to put a premium on indistinct speech by doing so, so that the pupils finding themselves called on to make an

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unaccustomed effort at an examination, and in the presence of a stranger, lose some of their natural desire to answer as much as they can.

The Explanation of the Reading lessons is a weak point in nearly all the schools. This does not arise from deliberate neglect, but from inability on the teacher's part to treat the subject properly; for if learning hundreds of definitions of words by heart were all that was required there would be little to complain of. But to grasp the meaning of the lesson as a whole; to get an insight into the author's meaning and the subject as seen from his point of view; to follow his train of thought and the development of the subject in his mind (the educational importance of which is manifest); or to get a firm grasp of the facts he wishes to communicate, are results which few teachers manage to secure.

The most serious feature in this state of things is that when pressure is put on the teachers to make them instruct the pupils in the meaning of the language used in their books, most of them seem naturally to adopt a specious but essentially faulty method of doing this work, and seem to find great difficulty in mastering the principles of such teaching. This is an example of what is, perhaps, the chief fault in primary education, both of the teachers and pupils, viz., the strong disposition to rely, as far as possible, on memory in all branches of study, and the great reluctance to attack difficulties from an intellectual standpoint when memory work will enable one to avoid them.

When children are taught on correct principles they do not find the work wearisome or oppressive. On the contrary, though making a considerable mental effort, it is done freely without any feeling of constraint; and the natural pleasure inseparable from clear accurate thinking carries them on from one discovery to another. Their attention is fixed, not on the person speaking to them, but on his words and thoughts; and the attraction of work is so great that the line of the draft circle on the floor can hardly check their inclination to draw closer around him. Not outward compulsion, but the feeling of pleasure which accompanies unimpeded mental activity keeps up their attention and takes them through the intricacies of the work; and the practice of getting these modes of activity to work together, so that each assists the others, knits them into a lasting habit.

Arithmetic.

Arithmetic is taught in schools both as a mental training and with a view to making the pupils expert calculators. Almost the only means I have of testing the success of the teaching as a mental training is the pupils' ability to grasp the meaning of problems and their insight into arithmetical principles which enables them to select the correct modes of work. Judged by this standard it would seem that the teaching is only moderately successful, for any novelty generally puzzles the pupils, so that they find a difficulty in dealing with questions when they are not quite familiar with other questions framed on the same model; and passes are generally secured by the solution of questions which clearly fall under certain definite rules. It is probable that an oral examination would be a better test of the grasp of rules and principles in the case of children; as thereby the examiner could see whether the teacher had led the pupils through those processes of thinking, step by step, which go to make up the form of the different rules of Arithmetic, and had given them such practice in the actual thinking as would remove all traces of obscurity.

When Arithmetic is used as an art, in making ordinary calculations, the processes of reasoning cannot be carried out fully; because they would take too much time and would cause so much fatigue that the work would in the end become inaccurate. In all work where sound knowledge is required the pupils should be able, if necessary, to refer to first principles, but in ordinary cases former results are assumed; just as the results of Geometry are assumed in all practical applications. Accuracy in the work is the great merit of ordinary calculations, and this can be well tested at a written examination. The work of very many schools is wanting in this respect; and where I have time I can generally trace the inaccuracy to the neglect of some of those rules with which the teachers are supposed to be familiar. The importance of a great deal of practice is generally recognised, but very many teachers do not realise what it is in that practice which produces accuracy, and very often lose sight of the ordinary means of securing it.

It is probably because the teachers do not know *why* certain methods conduce to accuracy that they pay little attention to them. Inattention to neatness and clearness of work is obvious, and very common. The pupils' work, both at the examination and in their exercise books is often so confused and carelessly arranged, the figures so small and badly formed, that I have great difficulty in following it. These are fruitful sources of error, not only by the habits of carelessness which they foster, but by the neglect of one of the principles on which accuracy of calculation depends. Even in working the complex rules the pupils are, in practice, *guided* by the form of previous work, preserved in a visual image, though they can, if necessary, support their work by reference to fundamental principles. Hence the great importance of firm, distinct, uniformly made figures in strengthening the image and securing accuracy of work. This principle, guidance by the eye, is fully recognised in spelling, and one who is not confined to oral spelling generally regards the written form of the word as one of the best guides to correctness.

As far as the work of the schools depends on learning home lessons, it is generally well done; and, consequently, as far as the study of Grammar depends on learning the text-book the pupils are familiar with it. The answering in Grammar is generally better in the Third and Fourth Classes than in the Fifth and Sixth; partly because the examination being oral, the teacher sees clearly what is regarded as faulty and deficient, but in the case of written examinations there is seldom an opportunity of pointing out in detail imperfections in the work, nor can the examiner illustrate his observations on the work by reference to individual cases. Partly also because in the junior classes the grammatical distinctions have an obvious basis of distinction in the actual words before the pupil; whereas in the syntactical parsing the grounds of distinction are chiefly to be found in the manner in which the writer regards the words and disposes them in the sentence.

Syntactical parsing gives the pupil some insight into the writer's mode of thought (though not into its matter), and is some test whether he has understood the passage; but its value as a mental training is to some extent lessened by the fact that correct results are often obtained by other means than reasoning from grammatical principles. The pupils seem to learn the parsing of different combinations as detached things without reference to general principles; for example, many will always make a noun following the verb "to

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be " nominative, even though an objective case precedes it, for the nominative is much more usual.

Pupils seem rather to try to make the different words of a sentence fit into a rounded whole, the form of a familiar sentence, than to trace out the bond of unity which holds them all together. For example, they make a noun nominative to a certain verb because they can find no other verb to make it nominative to; and, frequently, when two nouns are collectively nominative to two verbs they will assign each to a different one. For this reason parsing of complex sentences in the Sixth Class is seldom well done. The fault in their method of work seems to be that they regard the relations of the different words to one another as merely relations of position in a sentence or phrase, and do not grasp the mutual bearing of the words on one another, which is the real foundation of the unity of the sentence. *

Geography requires less attention than the other subjects taught in the schools, for it is of little use either for practical purposes or for a mental training. As to its utility, it will be sufficient to point out that the great bulk of the facts learnt will never become a subject for consideration in after life, nor even in school life except when studying the text-book; and that though large numbers of people emigrate from this country they learn as much about Siberia as the United States of America.

Geography.

It is defective as a mental training, for the pupils are made to learn by heart what they do not understand, and thus acquire the habit of speaking without thinking. The work learnt is a highly abstract description of certain features of the world. The pupils fit into this abstract form whatever meaning pleases their fancy; for it is peculiar to this artificial study that its final form can, without inconsistency, be applied to different kinds of matter, and a little cross-examination generally shows that the pupils have given a false meaning to the work.

Agriculture.

The teaching of Agriculture from books alone is generally regarded as a failure, and I fear that an exception to the rule will not be found in this district. I am not speaking of the bad schools where the work is not learnt at all, or where the pupils have learnt the book so purely by rote that they can repeat paragraphs, but do not know where to begin the answer to a question or where to leave off; but of schools where the work has been carefully learnt by the pupils and the teachers have tried to give it some reality. The book is largely taken up with descriptions of animals, plants, flowers, machines, and branches of Agriculture which, in this district at least, are not familiar to the pupils, and, consequently, they are not free from the difficulty which town children experience in learning it. Moreover, however useful as a work of reference to a farmer, the book has not that unity and gradual unfolding of the subject which should characterise a school book; but is too much a collection of isolated facts, and might be begun at almost any page. The pupils learn this book, and under careful teachers turn it over in their minds; but what is impressed on their minds is little more than a copy of what the book says (more or less sub-divided), so that their thoughts on the subject are confined by its words.

What is wanted in teaching Agriculture is not to crowd the pupil's mind with facts, but to improve his power and accuracy of observation in such matters; to put his thoughts on a scientific instead of an imaginary basis, and to give him confidence in scientific methods.

Many farmers in Kerry at first objected to the spraying of potatoes as a preventive against the blight (just as some people refuse to see the advantages of education, and as the safety lamp was objected to in the English mines); and even many teachers showed considerable reluctance to teach the portions of the book dealing with it. Such objections, founded on no rational basis, should be impossible for persons whose ideas on the subject had any degree of accuracy.

Drawing is the only extra subject taught to any extent, but Geometry and Algebra are fairly popular, and the Sewing Machine and Dressmaking are taught in several girls' schools.

Drawing is, as a rule, fairly well taught; though, as regards the accuracy of the lines and curves and the correctness of the proportions of the figures, an improvement is desirable. As a rule the hand is not trained to execute with facility and readiness a copy of the lines of the figure presented to the eye, but attains the result by constant effort and frequent alterations.

Singing is well taught in three Convent schools, but is almost an unknown subject in the other schools. Instrumental Music of a primitive kind is popular with the peasantry, but their powers of singing seem to be little developed. I am uncertain whether this neglect is due to any special difficulty in training the voices of country children, or to the want of well-trained teachers to introduce the subject. Very few of the present teachers can have had an opportunity of learning singing before they went to the Training Colleges; but, on the other hand, those who have been trained in the Convents as monitors, and understand the subject, seem as little disposed as the others to introduce it into their schools when they get positions in the country. It might be possible by means of itinerant instructors, who would instruct both teachers and pupils, to overcome the initial difficulties, and put the teaching of Vocal Music on a sound basis.

Kindergarten is taught with care in three Convent schools, and helps to relieve the monotony of infant instruction, but it seems to me that the great objects aimed at by its founder are not secured. The subject is developed from without not from within; that is to say, little that is new is elicited from the pupils; little that is indefinite is rendered definite, and Kindergarten is regarded as a thing apart from ordinary experience instead of underlying it.

The ideas which should sink gently but deeply into the child's mind (as happens with early direct impressions) are, so to speak, loosely attached to its surface, and rapidly vanish if not renewed. For example, the pupils of a large Fifth Class were recently reading a lesson in which a balloon was described as a sphere; and though these pupils had been trained in a Kindergarten school, no one knew what a sphere was (either by definition or example), and I found that only one pupil retained the least recollection of the three primary forms, sphere, cylinder, and cube. Accuracy of observation and work are to some extent developed, but Kindergarten is stopped so early that unless the work of the senior school is made to fit the child's habits they will not acquire permanence.

In teaching Kindergarten much attention is given to the exercises; but the importance of the ends to which these exercises are directed is not appreciated, so that they are not clearly grasped and kept before the mind of the instructor. Kindergarten should be play to the child; that is, his progress should be an inward onward movement in which the motive power is supplied by the desire for play.

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and the consciousness of constraint is absent. For the teacher it should be just as much a science as any other subject, and not in any sense a pastime, or mere means of keeping children quiet. These principles are not recognised in Kindergarten schools. A general review of the schools shows that where one teacher goes into the work thoroughly and carries it out fully, the work of three or four others is superficial, and produces the impression of carelessness. It is usual to attribute the imperfections of the latter to indolence, and not without reason; but I think that a careful examination will show that this indolence is an artificial product, and not a natural characteristic of the people. Our power of acting with vigour in any line of work depends largely on our understanding the end to which this work naturally tends. If we have one end in view and the work naturally tends to another it produces the feeling of drudgery, and instead of eliciting a vigorous effort baffles the efforts we make voluntarily. Whether our work be of a high or a low order we require some insight into the forces at work to enable us to maintain a sustained effort; and hence one man can act with vigour in mechanical and another in intellectual work. The teachers of National schools have spent years in the study of methods of teaching which are founded on the experience of successful instructors, and are in themselves good; but it is remarkable how much the practice fails to come up to the theory, and how often, as time goes on, experience, instead of bringing them nearer to the standard put before them, carries them further from it. The rules of teaching are learnt and examinations are passed, but the forces of which these rules are expression are not understood, and the parts are bound together only by association. The courses in the Training Colleges are either too short, or their influence is not strong enough, to replace the rough and ready empirical methods familiar to the students by scientific methods based on an insight into the forces at work.

No wide study of psychology is needed on the part of the teacher, though a careful study of some parts of it, and great natural ability are wanted by those who instruct in the methods of teaching. The teacher should be able to deduce the well-known rules of teaching from higher principles as he would deduce the propositions of Euclid or the formulæ of Mechanics. For example, the rule that practice makes perfect, which is applied to all branches, should be traced back to its reasons, and its different applications distinguished. In strictly scientific work, as Geometry, practice gives a deeper insight into the principles and fundamental laws on which the science is based. Again, "a child should not learn by heart what he does not understand," because, among other objections, the workings of memory will then anticipate the results arrived at by the slower process of reasoning, so that he will not feel the necessity of using his reason, and will speak without thinking.

The attempt to give teachers a training merely in the work they have to perform, under the mistaken idea that it is practical, has a close analogy to the pernicious method of teaching fostered by the Results system; in which the pupils get an excessive and apparently practical training in the work they will be asked to do at the examination, and in which examination tests and preparing answers to possible questions occupy an inordinate amount of the school time.

Spelling is generally well taught. Dictation and Transcription are favourite exercises with the teachers, and the simple character of this work enables it to be easily done.

Writing is taught only moderately well. The copy-books seldom afford evidence of continuous and painstaking supervision, and the standard of excellence kept before the pupils is generally much lower than they could attain.

Needlework is rarely well taught, but cutting-out is, as a rule, poor.

Nearly all the schools are vested, and they are generally in good repair. As regards neatness and cleanliness they leave much to be desired. It seems to be usual to wash the school-rooms only once a year, just before the examination. As a rule, the play-grounds receive hardly any care.

The schools are generally sufficiently supplied with requisites on the day of the examination; but I have ascertained that, in some cases, books are carried from one school to another as the examinations come on, and I have seen the same books in the presses of different schools when examining them.

The Industrial scheme for the girls of Sixth Class is carried out in a fair number of schools. As a rule there is difficulty in providing an adequate supply of materials; but in some places, where materials are supplied from outside sources, the work done in school is a great assistance to the poorer people. In the Convent schools the industrial work is carried on in large classes, and is well done; and the Industrial departments of the two Convents in Killarney do excellent work. A great deal of this work is sold to tourists.

The training of monitors leaves much to be desired. The character of their work is greatly inferior to that of boys and girls of no greater ability in Intermediate schools; and the want of thoroughness in their work, and of earnestness in their application to it at the most critical period of their education is not a good preparation for intellectual work in later years.

Many of the time-tables are unsuitable. In nearly every case the school hours are quite long enough, but the disposal of the time is not in proportion to the difficulty of the subjects taught. The teacher seems to be often guided by his own partiality for a subject rather than its difficulty. Many time-tables are confused and incomplete.

The managers visit their schools regularly; and, in some cases, where a new manager has succeeded one who was in ill-health, an improvement in the attendance and discipline may be observed. Frequent visits of managers are not, I regret to find, a check on continuous and almost obvious inaccuracy in the accounts of a few schools.

In conclusion, I may say that though I have not formed a favourable opinion of the work done in the schools, yet one of the chief causes of this is the manifest capacity, both of teachers and pupils, for better things. It is the great difference between what is actually existing in the schools and what is possible that makes the work seem so unsatisfactory.

I am, Gentlemen,

Your obedient servant,

J. S. CUSSEN,

District Inspector.

The Secretaries,

Office of National Education,
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Mr. J. S.
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Mr. Thomas
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GENERAL REPORT on the AGRICULTURAL DEPARTMENT by Mr.
THOMAS CARROLL, M.R.I.A., Agricultural Superintendent.

Albert Farm, Glasnevin.

GENTLEMEN,—I beg to submit my report upon the Agricultural Department for 1899.

There has not been material change in the procedure of Agricultural Education since I had the honour of submitting my report for 1898.

The period of "unrest" in regard to Agricultural and Industrial instruction, which was noted in my last report, continues, perhaps, in a more accentuated form. It is clearly evident that the time has arrived when change in educational methods must be at once brought about.

Rural
education.

The much discussed question of education for rural districts has exercised the minds of educational reformers. The serious contingency of the people "flying from the land" appears to have grave interest for the agricultural classes in the United Kingdom. Whilst we in Ireland have to deplore the exodus from our country, and its ruinous consequences, Great Britain is suffering merely from a transference of its populations. Our people fly from the country to win bread in other more favoured localities. The English and Scotch industrial classes move about seeking, in their own country, either more congenial or more lucrative employment. Educational systems of former times have done much to cause this restless seeking for new work. The diffusion of education, the facilities for obtaining literature of good, bad, and indifferent quality, the ease and cheapness of locomotion, and the attraction of town and village life have all contributed to depopulate the rural districts of Great Britain, whilst the ready money wage, the more attractive diet, the facilities for amusement and freedom from the restraint of public opinion—which is more potent in agricultural districts—serve to hold those who migrate to towns in close embrace. Rarely do we find a return to the country of a family that migrates to town. Other reasons might be adduced to account for this migration, amongst which the ease with which children may be educated in towns is a strong one. Moralize, however, as we may, try to get at the root of the evil with all the pertinacity that we may possess, the enigma will remain to puzzle the political economist. Why do country folk not see that the future of those who leave the land for city life is fraught with much misery?

Migration
to towns.

" Agriculture.—That primeval occupation, and the cleanest of them all, means more than the growing of grass and grain. It means, among other things, the engendering and achievement of patient even minds in sound enduring bodies, gifts of which after the first generation, the great towns rob those who dwell and labour in them. And when those gifts are gone or grossly lessened, what does history teach us of the fate of the people who have lost them? When, too, the countryman has put on a black coat, or, for the matter of that, kept his corduroys, what welcome has the city for him? What kind of places are those cities to live in for the poor? What mercy do they show to those who fall sick or fail? Ask the labouring man, who seeks work after the cheap hair-dye ceases to conceal that he is turned of fifty; ask the clerk, competent, blameless (and married, with a family), but on the wrong side of forty-five; ask the widow, derelict and tossing upon that bitter sea.

"City Life.—There the hideous grinding competition of the age leaves little room for those from whom the last possible ounce of brain or body work can be no longer pressed. They go to the wall, they sink to the slum and the dock-gate, and the house and the hospital ward. I say that from these great towns, with their aggregated masses of mankind, there rises one eternal wail of misery—the hopeless misery that, with all its drawbacks, the country does not know of those who, having fallen, are being trampled by those who stand. Such are the things of the cities, with their prizes for the few, their blanks—their despair—for the many. And all the while—that is why I speak of them and their pomps and poverties—outside these human lives lie the wide neglected lands of England, peopled, often enough, by a few struggling farmers, and in the course of desertion by a dwindling handful of labourers."*

It has been suggested that a method of education might be devised by which the youth of the country shall be attracted to country life, that the natural objects of the country should be made a medium of interesting study, and that the knowledge of Nature's work, given in an attractive form, will induce young people to remain in rural districts, where they can revel in Nature and her works.

I am very doubtful as to the restraining of migratory habits through the influence of the teaching of Natural Science. All boys, when young, are fond of country life. There are few town lads who would not give up brilliant prospects in the city if they could be assured that when they grow up they could become farmers. The country is sufficiently attractive for the youth of town and country at the present time. The realities of life are, however, viewed from different standpoints in youth and adult age. The most enthusiastic youth will find a considerable difference between the contemplation, and the realization of farming life; and the youth whose lot is cast as an agricultural labourer, if he has had anything of a literary education, is rarely satisfied with his position, and he will, at an early opportunity, change it.

If Great Britain's stolid sons are not to be fastened to the country by the enthusiasm begotten of Nature's teaching, how much more unlikely will the Hibernian mind, with its enthusiasm and its hopefulness, be influenced by similar educational methods?

The stern fact asserts itself. We must provide an education for the people that will primarily enable them to succeed in life in whatever position they may be placed, and, secondly, we must realize that most avocations are taken up more as a matter of chance and opportunity than of premeditation, and this applies very generally to Ireland.

For Ireland a system of education must be devised that will be useful for those who leave, as well as for those who remain upon the land, and upon this I do not hesitate to repeat my often-expressed opinion that a rural education may be devised in which agriculture will take a prominent place, that will equip the youth of Ireland for businesses other than agriculture if circumstances should determine their leaving the land. The teaching of agriculture as a school subject is a question that appears to be discussed generally in a manner that frequently betrays the assumption that in schools where agriculture is taught the instruction in the subject is given, with the

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* Rider Haggard in *"The Farmer's Year."*

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object of teaching the *practice* of agriculture. As regards Ireland the assumption that the teaching of practical agriculture is continued in schools is quite erroneous. The misapprehension on this matter may have arisen through the title of the text-book being given as "Practical Farming." In my report for 1898 I stated that a revision of this book was made in 1897, and improvement in the results of the teaching was gradually becoming felt.

The early attempts at agricultural teaching in Irish schools were in the direction of agricultural science teaching. In consequence of representations made to them that the teaching of agriculture should be given upon more practical lines, the Commissioners authorized the use of a book which was mainly descriptive of improved agricultural practice, having very little reference to the application of science to practice in agriculture. The time came when it was absolutely necessary to revise the text-book. The revised book on agriculture, which has been in use in schools since 1897, was designed to encourage observation on the part of the children, and to bring before their minds the operations of agriculture, and show the connection that should exist between science and practice in the art. The results of attempts made at the teaching of science in the primary schools in Ireland have not been encouraging in the past, mainly because the teachers were not generally prepared for the teaching. The application of scientific knowledge to agriculture in Ireland was hindered through the quality of science teaching in schools.

Ineffective
methods.

It was not alone Ireland that suffered through this inefficient method of teaching applied science to agriculture. England and Scotland were, in the past, suffering from the absence of a proper method of teaching science to the industrial classes, as well as from the contempt of practical farmers for the teaching of scientific men. This condition does not force itself on the observation of the practical educationalist any longer. The teaching of applied science is, especially for agriculture becoming more acceptable to the practical man.

Improved
methods.

Now that the period has been arrived at, when the chemist himself takes an interest in practical farming: when we find that the practical feeding of cattle, the work of the dairy, and the actual application of manures to the land are undertaken personally by the chemist, and when we find that the chemist is himself a student in agricultural practice we may consider that the period of estrangement between the practical and the scientific men is almost at an end. Again, when we find that the student from the Agricultural College does not attempt to revolutionize the methods of his predecessors in farming immediately on his return, but that he proves in his practice that "the reason why" that he has acquired at College will enable him to perform some farm operation more thoroughly or economically, or that he can, through increased knowledge, discriminate between thrifty or unthrifty animals more correctly than he had done previously, thus will the prejudice against science decrease, and then will its application to agriculture extend.

The results of the inquiry into the condition of manual instruction, and the application of a system of elementary science teaching to Ireland should lead up to a useful form of education in the country, and we may hope that a system shall be devised that will bring our people to a condition in which the industrial resources of the country will be satisfactorily developed.

The necessity for an extension of institutions to meet the requirements of those seeking agricultural education in Ireland is each year becoming more apparent. The developments at the Glasnevin establishment during the past twenty years have been considerable, yet with the growth of a desire on the part of the agricultural classes for instruction in their businesses the resources of the Commissioners' Agricultural Schools are severely taxed. The time has arrived when more provision for practical agricultural teaching must be made for the improvement of agriculture in Ireland. The interest that appears to have been created in the development of various branches of Agriculture in the country should now be taken advantage of in providing an effective means for satisfying the desire of the agricultural classes for instruction and guidance in the all important industry of the country.

Reports on
the State of
National
Education

Mr. Thomas
Carrill,
M.B.L.A.,
Agricultural
Superintendent,
Glasnevin.

Necessity
for develop-
ments in
Industrial
instruction.

The Albert Agricultural Institution.

The congested condition of this institution, upon which I commented in my last year's report, has, during the past year, been equally acute.

The attendances during the year were—

(a.) Agricultural students	Resident—paying	25	— 53
	Resident—free,	25	
	Non-resident—paying,	3	
(b.) Female Dairy students (resident)	First Session,	61	— 118
	Second Session,	57	
(c.) Queen's Scholars (non-resident at Albert Institution).—From Marlborough-street Training College,		130	— 174
	From "Church of Ireland" Training College,	44	
(d.) National School Teachers	First Session,	1	— 18
	Second Session,	9	
	Third Session,	8	
(e.) Creamery Managers (resident),		14	

The very satisfactory attendances of the different classes noted above at the Albert Institution gives evidence that there is an increasing desire on the part of the agricultural classes of the country to improve their methods of farming through the acquisition of knowledge of improved agriculture.

Necessity
for improve-
ment in
methods.

The question has arisen whether a development and, possibly, a change in the system of agricultural teaching at the Glasnevin establishment should be brought about.

Hitherto the methods of instruction at this institution have been in the direction of giving as much instruction as possible in practical agriculture. It is open to question whether this system should continue or if the time has arrived when a more scientific course of instruction should be introduced.

I am of opinion that in the interests of industrial progress in the country a development of a higher class of scientific agricultural teaching should be established at the Albert Institution. And whilst

Higher
scientific
methods
required.

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the State of
National
Education.

Mr. Thomas
Carroll,
M.R.I.A.,
Agricultural
Superintendent.

Glasnevin.

Low
expendi-
ture.

Suggested
improve-
ments.

there should be suitable teaching of the sciences underlying agriculture, the teaching of practical agriculture might be usefully and largely developed.

The financial hindrances to a useful development of agricultural teaching in Ireland will probably be swept away, and I trust there will be evolved in the country such a system as will be a help towards improving the industrial and social condition of the country.

It is worthy of note that expenditure on agricultural teaching in Ireland has been the lowest compared with countries in which systematic agricultural teaching has been established, and it should be publicly known that this satisfactory condition has been brought about mainly through the self-sacrificing and devoted attention given by the officers employed at these educational institutions. Their regard for economy in management, and for making the largest amount possible of profit from the industrial works in their charge is beyond all praise.

In devising methods for improving the educational condition of the Glasnevin establishment, it is advisable to consider whether there should be, in the future, two classes of pupils at the institution, or, rather, whether there should be two classes of instruction. One, a system of high class scientific teaching, which might be availed of by intending teachers of schools, by professional men, to whom a knowledge of agriculture would be useful, *e.g.* : land agents, members of the Land Commission, members of the legal professions, and, generally, those whose business in life would bring them into connection with land or its interests. The second class of instruction to be adapted to the requirements of those who would be more intimately connected with practical agriculture, to whom the business of farming would be their future avocation.

Both classes of instruction might be available for each class of student, but for both a longer course of instruction should be the rule. Hitherto at the two agricultural establishments of the Commissioners the demands upon their resources were so great that the time for instruction was shortened in order that a large number should partake of at least some amount of instruction. This rushing a large number through the institutions should be ended, and a sufficient means for thorough education in agriculture should be provided.

The Experiment Grounds.

The experiments carried on in these grounds will be found in the Appendix, Section IV.

The use of
experi-
ments.

Experiments here may be considered as primarily useful from an educational point of view, as the lessons from their results could scarcely be applicable to experiments or practice in other districts. It may be questioned whether generalizations on results of experiments may not be misleading to those who do not see for themselves the experiments in actual progress.

The experiments that have been carried on at the Glasnevin establishment, and duly reported upon in previous reports of the Commissioners, have had their chief value in the education of the pupils of the institution who witnessed them.

Experiments on land, either in methods of cultivation, rotations of crops, or on the uses of manures, should be carried out in districts within which the farmers may have opportunity for studying results. Experiments of a purely scientific character, or upon animals may be carried out at the institution or in its laboratory.

The experiments upon the use of a variety of manures on grass land are most interesting. They are valuable at present in consequence of the length of time that they have been in operation. During the past twenty years the various plots have been treated with the same manures now enumerated. The variation in yield during the course of the experiments has been very considerable. At present there appears to be a complete change in the character of the soil and its products through the influence of the manuring.

A visit to these grounds during the month of June reveals lessons of considerable importance—(a) showing the enormous value of what may be called natural manuring as compared with several methods of applying artificial manures; (b.) giving evidence of the desirability of the application of artificial fertilizers in such mixtures, and quantities as approximate to the fertilizing ratios of natural manures; (c.) showing the comparative values of nitrogen in artificial manures—sulphate of ammonia and nitrate of soda; (d.) the use of potash in manuring is also well demonstrated.

A most important experiment in the use of artificial foods and on their residual value in manure is also in evidence.

These experiments have now been in progress since 1892. The land which, for the purposes of cleansing it, had been fallow for two years, was sown with a crop of barley. In the autumn, after the barley crop had been removed, sheep were folded on the stubble when swedes with hay were given to them—swedes at the rate of 12 tons per statute acre, and clover hay *ad. lib.* In one division the sheep were given 1 lb. per head per day of linseed cake; another division they had 1 lb. of cotton cake; in another they had 1 lb. of maize, and in the remaining division they were allowed swedes and hay only.

The sowing of barley each year, and the folding of the sheep as noted were continued during four years, after which the land was laid down to grass with a suitable mixture of seeds:—

The grass over the whole of the experiment ground is mown for hay each year, and during winter, sheep are folded upon the pasture with rations as stated above. Tabulated results during the past year will be found recorded.

A very important development in these experiments is the behaviour of the leguminosae. Results contrary to similar experiments are here noticeable. On the land that has had consumed upon it maize the clovers have taken hold to a considerable extent, whilst on the plot upon which cotton cake has been fed the coarser grasses (cockfoot and fescues) are flourishing, and a very small amount of clovers are there. The weight of mutton produced each year has been recorded during the course of these experiments.

Experiments on the growth of sugar beet have been frequently made. The analyses of the roots have been made by Messrs. Schack-sommer and Sigismund Stein, results showing that sugar beet of high saccharine quality can be grown in this district.

The successful growth of tobacco has also been demonstrated here. Indeed it may be taken that this plant can be grown successfully under ordinary conditions over the greater part of Ireland. It remains for scientific men to develop methods of manuring, saving and curing the crop, which will give a product that shall have high market value.

Reports on the State of National Education.

Mr. Thomas Carroll, Agricultural Superintendent.

Glasnevin.

Character of experiments.

Results.

The use of artificial foods on grass.

Manure value.

Sugar beet.

Tobacco.

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the State of
National
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Mr. Thomas
Carroll,
M.R.I.A.,
Agricultural
Superintendent,
Glasnevin.

Nursery
ground.

The little nursery in the experiment ground has given good results during the year. The young trees have been most healthy, and when they had got to a stage beyond the nursery period they have been sent to school farms and school gardens throughout the country.

The Munster Dairy School and Agricultural Institute.

The progress of this institution has, during the year, been most successful.

The numbers of pupils who attended the various classes during 1899 were:—

(a.) Male Agricultural Students (resident),	.	.	21
(b.) Female Dairy Students (resident)	First Session,	.	36
	Second Session,	.	37
	Third Session,	.	37
(c.) Creamery Managers (Males),	.	.	13

This large number of persons who pass through this establishment tax its resources most seriously. The teachers and officers are overworked. The time that can be given to the educational needs of the classes is too limited, and, as a consequence, the work is not as thorough as is desirable.

Necessity
for increased
facilities for
education.

I have frequently indicated the absolute necessity for increasing the means for agricultural education in Munster. There is need for it, and the numbers who flock to the Munster establishment give convincing evidence that there is a sincere desire for agricultural education on the part of the agricultural classes. Since 1880, when the "Munster Model Farm" was re-organized upon methods that the people understood were formulated for their material benefit, the school has been practically filled to overflowing, and the benefits that have been brought to the agriculture of Munster through the influence of this institution may be said to be almost incalculable.

The
Governors
and Ladies
Committee.

The Governors associated with the Commissioners in the carrying on the work of the school have taken considerable care of its interests. The ladies' committee have been most attentive to the interests of the dairy pupils; indeed, the services given by the ladies who have associated themselves for the interests of the school have a value beyond estimate.

If only one half of the instruction and training of this institution were assimilated and put into practice by the pupils a vast amount of comfort might be enjoyed by a large portion of our agricultural classes.

The Agricultural Schools and School Gardens.

At the close of the year there were in connection with the Agricultural Department:—

Agricultural schools,	.	.	.	.	38
School gardens,	.	.	.	.	116

There was a reduction in the number of Agricultural Schools during the year. These reductions were made in consequence of—

(a.) The death or retirement of teachers,	.	.	.	6
(b.) Inefficient management of the farm or in the teaching,	.	.	.	4

One school was taken into connection during the year, and twelve applications were on hand for the recognition of Agricultural Schools which could not be entertained pending the changes which were likely to be brought about through the passing of the Act for agricultural and technical instruction in Ireland. Detailed reports on twenty-two schools will be found appended.

I have pleasure in reporting that the majority of the Agricultural Schools are doing work of considerable merit. Many of the teachers take considerable pains to further the views of the Commissioners in teaching the application of the principles of improved agriculture to their pupils, and whilst I regret to note that some of these schools are inefficient through the apathy or want of practical knowledge of the teachers, several are doing really good work.

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Mr. Thomas
Carroll,
Agricultural
Superintendent,
Glasnevin.

Taniokey.

The farm of the Taniokey School is situated in a district where small farms are general. It was established by Mr. Close, of Drumhanagher, who, at an early period of the existence of agricultural education in Ireland, decided to take advantage of the encouragement given by the Commissioners of National Education to industrial education in Ireland. The late teacher of the school, Mr. Watson, was a very intelligent agriculturist, and quite suited to the work that Mr. Close desired to encourage. In addition to his agricultural instruction he took up science subjects, and was fairly successful in his teaching. He has recently retired from school teaching, and his place is now filled by his son, who appears qualified to teach practical farming. Mr. Watson, jun., will have the advantage of his father's assistance on the farm.

Number of pupils examined,	. . . . .	13
" " " passed,	. . . . .	13

Drumhanagher.

This is a farm school also on the property of Mr. Close, who, as already stated, gave much encouragement formerly to agricultural instruction in schools. The farm is well circumstanced for its purpose. Recently the teacher has improved his method of instruction, and some changes having been made in his farm boundaries the school farm has been improved. The girls of this school are taught agriculture on the farm and garden. They invariably show, through their answering, that they take an intelligent interest in the subject; indeed, their answering at examinations is generally of higher standard than that of the boys. The garden at this school is well supplied with vegetables and flowers. Fruit cultivation is not as well attended to as it might be, and as Armagh, the county in which the school is situated, is noted for its orchards, the teaching of the principles of fruit cultivation in the schools should be extremely useful if it were properly carried out. This school farm would afford considerable advantages for the teaching of fruit cultivation.

Number of pupils examined,	. . . . .	13
" " " passed,	. . . . .	12

Monragh.

This school farm is situated in a very wild district in the County Cavan, at a distance of nearly a mile from the public road. Farm

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Agricultural
Superintendent.

Glasnevin.

produce is conveyed in panniers on the backs of donkeys. Needless to say the cultivation of the land is primitive in the extreme: indeed, tillage is confined to small areas, and grazing and meadowing for dairy cows are the principal features in agriculture here. Spade labour is mainly practised in the cultivation of the potato crop, which, in addition to oats and a few cabbages, form the staple crops of this remote district. Yet the soil and climate are suited to more enlightened systems of farming, and a considerable extent of land now in a state of nature might be successfully cultivated. The principal requirements in the district appear to be the means of communication with the highway by suitable roads. The inconvenience and expense involved in the present means of communication are very serious, and, until improvement in this respect is brought about the agriculture of the district must continue rude and unprofitable.

The teacher of this school has brought some land into cultivation from a "state of nature." The crops grown upon this land gave satisfactory results. Mangolds and swedes of fair average quality were produced, and the results of cultivation indicate that the encouragement of improved tillage and the introduction of crops now new to the district would result in financial improvement for the people.

Number of pupils examined,	7
" " " passed,	7

Park.

The Park School Farm is situated in a very poor district in East Derry. The soil is poor and the climate very severe during winter and spring.

The farm of this school has been always well managed by the teacher, who appears to have a genius for farming and gardening. His pupils almost invariably evidence careful teaching, as they can give reasons for their belief. In the garden especially there are indications of the existence of means for imparting useful knowledge and experience. Vegetables in considerable variety, always well and clearly cultivated, flowers varied and tastefully arranged, and fruits suited to the district make this school farm a very valuable help in industrial instruction. The teacher has been very fortunate in respect of his relations with managers, for, although there have been, from time to time, several changes, each change has brought forward a manager sympathetic with agricultural teaching in the school.

Number of pupils examined,	2
" " " passed,	2

Barratitoppy.

In West Monaghan there is a district of extremely poor land. The soil is clearly made through the reclamation of moorland of a former period. Considerable industry and self-sacrifice must have been given to ancient agriculture here, and, although the face of the country has been altered for the better there remains the fact that the means of living here must be won by hard work and economical management. The late teacher of this school, Mr. Thomas Whiteside, a man

enlightened man, and, considering his opportunities for self-improvement, a remarkable man, had a high appreciation of the need for improved methods in agriculture. Some few years ago he came into possession of a few acres of wild land. His first efforts were directed towards providing a garden, and he was successful in bringing into cultivation what is now a prominent feature in the district. Sheltered by trees planted by the teacher, the garden produces excellent vegetables. The propagation of bush fruit, evergreens, and ornamental shrubs has been most successful. On the farm, drainage and reclamation brought a most unpromising piece of land into a condition where very fair farm crops are produced. This farm has been a useful object lesson in the district, and if the teacher had been spared for a longer life I have no doubt whatever that his influence for the material prosperity of the district would be very considerable. The school is now under the care of Mr. Whiteside's son. The example left by his father will, I hope, be for him an incentive to useful action in the future.

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Mr. Thomas
Corrall,
M.R.I.A.,
Agricultural
Superintendent,
Glasnevin.

Number of pupils examined,	15
" " " passed	12

Clare.

This is one of the schools that have a farm of large size. The farm management here is of high merit. The cultivation of the land is thorough. The crops are invariably well and cleanly cultivated. The farm stock are suitable to the district, and are well and carefully managed. The garden, well stocked with vegetables, fruits and flowers, is well and profitably cultivated. Taken altogether, this may be classed as a type of farm that, in its management and results, may be looked upon as a model. It is not to be wondered, then, that the pupils are well instructed, and that they take an interest in agriculture. The subject is made attractive for them, and they appear to take a pride in the success of the farm.

Number of pupils examined,	9
" " " passed,	9

Parknasaur.

The progress of this useful school farm continues satisfactory; indeed, it would be difficult to suggest a change for improvement here. The influence of this farm in the district where it is situated should be very considerable, in indicating the successful results coming from enlightened management. The teacher, Mr. Ross, got possession of the farm by purchase, when it was completely worn out, some years ago. Full of weeds, conspicuously noticeable being the troublesome coltsfoot, there was every indication that the work of the future would be laborious, and possibly unprofitable, yet, with a determination to succeed, the work was begun, and, by persistent efforts, with thoughtful management, the farm is now in a most creditable condition, and, in a candid manner the teacher states it has paid its way.

The pupils are invariably well instructed, and their interest and pride in the work of the farm are most pleasing.

Number of pupils examined,	13
" " " passed,	13

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Mr. Thomas
Carroll,
M.R.I.A.,
Agricultural
Superintendent.

Glasnevin.

Benburb.

I regret my inability to give a favourable report upon this school farm. The management has not been as careful as is desirable, and the teaching of the pupils has not been efficient.

Sopwell.

This school farm is situated in the County Tipperary, in a district in which small farming is general. The patron of the school, G. J. Trench, Esq., is most anxious to promote industrial education in the district, and gave to the school a portion of land for the purposes of instruction in agriculture. The teacher has been anxious to promote the desires of the patron, and, on the whole, he has been successful. The crops on the little farm were carefully cultivated, the garden has been brought into a state of good cultivation, and there are in it many features useful for educational purposes. The pupils have been carefully instructed.

Number of pupils examined,	.	.	.	8
" " " passed,	.	.	.	8

Lehinch.

On this school farm there have been satisfactory results. The system of farming in the district in which the school is situated is varied. In the immediate vicinity there are a large number of small farms, whilst surrounding are the large grazing farms of the Connaught grazier. Most of the pupils attending the school are the sons of farmers whose farms correspond, in extent, with the school farm. In so far as these pupils are concerned the teaching of agriculture, and the example of good cultivation practised on the farm are useful. The management of the farm is always most satisfactory; but I am not always quite satisfied with the results of the teaching.

Number of pupils examined,	.	.	.	18
" " " passed,	.	.	.	18

Doonflyn.

On the little farm attached to this school the teaching is generally very satisfactory. The farm is very small—only three acres—and, as there is a large class of pupils it would be better if there were a larger extent of land, especially as there is a large industrial class at this school. The girls of the Fourth to Sixth Classes inclusive are taught agriculture on the farm.

Number of pupils examined,	.	.	.	33
" " " passed,	.	.	.	33

Calry.

This is one of the schools at which the teacher manages his farm extremely well; but his teaching of agriculture is below mediocrity. On the little farm attached to the school magnificent crops are grown—there is every evidence of practical skill—yet at the examination of the pupils unsatisfactory results are shown. The soil of this school farm is of very inferior quality, and it would appear at certain seasons as though the ordinary farm crops could not be advantageously grown.

The good farm management of the teacher produces excellent crops of mangolds, parsnips, swedes, cabbages, and oats. The farm serves a good purpose in giving evidence of the satisfactory results from careful tillage. It is a matter for regret that the instruction is not, in results, as effective as the farm management.

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Mr. Thomas
Curran,
Agricultural
Superintendent,
Glasnevin,

Number of pupils examined,	.	.	.	11
" " " passed,	.	.	.	6

Killasser.

This school farm is situated amongst a number of small farms in a congested district in the County Mayo. The teacher is a man of enlightened views on agriculture, and his teaching of the pupils has been generally satisfactory. A number of girls are taught agriculture at this school. They appear to take an intelligent interest in the subject, and, doubtless, the knowledge and training that are afforded will be of service to them in after life. The farm and garden were in a good state of cultivation; indeed, the farm management here is of high order in merit.

Pupils examined,	.	.	.	.	18
" passed,	.	.	.	.	16

Carragorry.

The Carragorry School Farm is amongst the oldest in connection with the Agricultural Department of the Commissioners, having been established in 1857. There are evidences of the usefulness of this school and farm teaching in the neighbourhood. The introduction of mangolds, swedes, and turnips may be traced to the influence of this school. The soil in cultivation of this farm has been won from a very rocky unpromising piece of ground, similarly to a large area of the County Mayo. The results that are now apparent in the farming of the district in which this school is situated were brought about by an intense industry on the part of the people, and, although in many instances farming methods are rude, the value of careful cultivation is shown in the increased produce. This farm serves as a useful object lesson to the district, as the crops that are produced upon it are generally greater in bulk, and better in quality than those of the neighbourhood.

Pupils examined,	.	.	.	.	13
" passed,	.	.	.	.	11

Lisaniska.

Near to the Carragorry School Farm is that of Lisaniska. I consider this is one of the most useful farms in the West of Ireland. It illustrates what intelligent direction of land reclamation will effect. Here is a small farm that at present carries extremely good crops. A very few years ago it was the home of the snipe and water rail. By arrangement with his landlord the school teacher set about improving the farm. Drains were made, old fences and inequalities of the ground were levelled, good cultivation was adopted, and, at the present time really good farm crops are raised on the farm. This condition was brought about by persistent effort on the part of the

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dent.

Glasnevin.

teacher and his family. The encouragement given by the landlord gave a stimulus to exertion, and the little farm is now a standing memento of the industry of the tenant, serving to point a moral for the inhabitants of the district. It is a useful object for industrial instruction.

Pupils examined,	5
„ passed,	4

Kinasse.

This farm school has for its surroundings a numerous class of small farmers. They belong to the migratory labourers who visit England each year. A good deal of the tillage during the absence of the men is done by the women of the family and their children. Needless to say, the work, in consequence, is not done in a thorough manner. Potatoes and oats are the principal products of the district. Other green crops are almost completely absent.

The teacher of this school has demonstrated what deep tillage may effect in increasing the crop yield of land in the neighbourhood. His potato crop is the best in the neighbourhood. The mangold crop is quite as good as that grown in more favoured parts of Ireland. The cleanliness in the cultivation of the land is most pleasant to witness. I have little doubt and much hope that the pupils who are brought under the influence of the lessons of this farm will derive considerable benefit therefrom.

Pupils examined,	15
„ passed,	13

Doocastle.

This school farm has a rather peculiar situation. On one side it is bounded by land of excellent quality, whilst on the other is a large extent of peat. The soil at the present time is extremely productive, which is mainly due to the careful and intelligent management of the teacher, who reclaimed and cultivated the land. This teacher, Mr. David O'Dowd, appeared to have a genius for agricultural work. His pupils were invariably intelligent at their examination: a result of careful teaching. The farm carried fine crops, and the practice on the farm was made to subserve the teaching in the school. The school has passed to Mr. O'Dowd's son.

Pupils examined,	33
„ passed,	25

Carrowmore Palmer.

This little farm, situated in North-west Mayo, is invariably well managed. The present teacher has done much towards making it a useful model. Some years ago the fences of the farm were neglected, weeds were allowed to grow freely, and tillage was not thorough. Now all this is changed, and the farm is an example well worthy of imitation in respect of its management. The pupils—boys and girls—are taught on the farm. They are carefully instructed, and generally pass a satisfactory examination.

Number examined,	24
„ passed,	24

Callow.

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National
Education.

Mr. Thomas
Carroll,
M.R.I.A.,
Agricultural
Superintendent,
Glasnevin.

The Callow School Farm is in a congested district, where there is a large extent of poor land cut up into small holdings. The farm has been well cultivated. A number of fruit trees have been planted, and, altogether, the school teacher's residence and farm are objects that attract the attention of persons passing along the road. Unfortunately the teacher of the school had been suffering from a severe illness for some time previous to my visit, and the pupils suffered thereby in their out-of-door instruction.

Number examined,	.	.	.	.	.	32
„ passed,	.	.	.	.	.	27

Newtownbrowne.

This school farm is situated close to Kiltimagh, a place well known in former times through its chronic poverty. The country surrounding the town has a soil closely approaching barrenness. In it the limit of profitable cultivation appears to have been long since reached, and were it not that the male population migrate for employment in large numbers annually, a perpetual form of famine must prevail. The little farm attached to the school is carefully managed. The teacher's garden is very useful for instruction purposes. Bees are kept. They are managed with much skill, and, through the influence of the teacher and his family, bee farming has been taken up by many farmers in the district.

Number examined,	.	.	.	.	.	21
„ passed,	.	.	.	.	.	21

Mullinahorna.

The farming methods in the district in which this school farm is situated are rather backward, and the influence of agricultural teaching should be useful. The teacher of the school is an earnest teacher. His pupils take a good deal of interest in the instruction given. The little farm and garden have been carefully cultivated with the view towards useful instruction.

Number examined,	.	.	.	.	.	12
„ passed,	.	.	.	.	.	12

I remain, Gentlemen,

Your obedient servant,

THOS. CARROLL.

Reports on
Training
Colleges.

Messrs. M.
Sullivan,
LL.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.

Dublin.

Report.

Visits to
Colleges.

Queen's
Scholars.

Supply and
Demand.

General Report on All the Training Colleges for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors.

Dublin, December, 1899.

GENTLEMEN,—We beg to submit for the information of the Commissioners of National Education the following general report upon the Training Colleges for the session which closed with the July examinations of this year. To this report is appended a special report upon each college.

In the month of March we spent a day in the inspection of each College, and during the months of May and June, for six weeks, we were engaged in holding the test examinations in the Practice of Teaching, and in the Queen's Scholars' practical knowledge of the method of organizing and conducting schools. Other visits to the Colleges for special purposes were also made by us during the year.

The total number of Queen's Scholars in training in all the Colleges was 472 masters, and 401 mistresses. Of these eighty-six masters and sixty-one mistresses came up as classed teachers—principals or assistants—for a one year's course, and returned after the July examinations to resume duty in their schools. 173 masters and 157 mistresses completed the final year of a two years' course, while 213 masters and 183 mistresses completed the first year of their training course. Seven non-resident or non-government mistresses who were permitted to attend the Professors' lectures and to present themselves for examination, also completed a two years' course of training, while one non-resident master and six non-resident mistresses completed the first year of a two years' course.

Though the Queen's Scholars who are already principals or assistants in schools on completing their course swell the total number of trained teachers, and thereby diminish the number of untrained teachers in the service, yet their training does not affect the question of the sufficiency of the supply of trained teachers to fill the vacancies annually occurring. The comparison of demand and supply can only be made between the numbers of those who have completed a two years' course, and the number of vacancies that yearly occur. Now the average annual vacancies for masters for the last four years have been 210, and to meet this demand from 170 to 180 masters have been supplied, so that, assuming that trained masters are appointed, so long as the supply lasts, there is still a deficiency every year of at least thirty trained masters. In the case of trained mistresses, there is a still more serious contrast between the demand and the supply. The vacancies for mistresses average 290 annually, while 150, or a little more than half, represent the supply. Steps have, however, been recently taken to meet this deficiency. There are in course of erection two new Training Colleges in Belfast and Limerick, capable of accommodating 160 Queen's Scholars—that in Belfast will be ready for the reception of students in 1900, and the Limerick College will be completed and opened in the following year. In the meantime the vacancies in excess of the supply are filled by pupil-teachers and monitors who have been classed at the end of their courses. Such candidates are often appointed by managers in preference to trained teachers—not that managers, as a rule, consider

them better teachers, but a monitor trained in a school is often able to bring so much local influence to bear that the manager finds it difficult to resist, though he may know that such an appointment is not for the advantage of education in his parish. Even if the number of trained teachers were sufficient to meet the annual demand arising from vacancies, managers would continue to appoint classed ex-monitors so long as College training is not a condition of appointment. Owing to this action on the part of the managers, many of our trained teachers have to be content with temporary assistantships in Convent schools, or have to cross over to England to obtain situations. Thus, though the numbers trained are insufficient to meet the demand at home, yet the country does not obtain the whole benefit that ought to accrue to it from those who have been trained for its service.

Reports on
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and S. E.
Strange,
A.M.,
Head
Inspectors.

Dublin.

—

A competitive—not a qualifying—examination is held every year, at Easter, for admission to the Colleges. A candidate who desires to enter a College applies directly to the Principal for an order of admission to this examination. The examination is held by the Commissioners in the subjects prescribed under column 1 of the new Programme, and, after the examination of the exercises and tabulation of the marks, the lists of the applicants for entrance to each College, in the order of the answering, are returned to the Principals of the Colleges, who select, as a rule, the candidates that stand highest on their lists. The competition is so keen that to secure a place in some of the Colleges a percentage of 70 is required. In April, 1898, there competed for 397 Queen's Scholarships, 1,374 candidates. Of these candidates 113 had been pupil-teachers in Model schools, 574 monitors in National schools, and 687 had been pupils only in National or other schools. Of the pupil-teachers seventy-seven succeeded, or 67 per cent. 202 monitors, or 35 per cent. of the monitors competing, and 113 pupils, or 16·4 per cent., were also successful in obtaining places.

Examina-
tion for
admission.

It does not appear to us that English Composition receives that attention in some of the Colleges which it deserves. The returns of the examination of 1899 show that in one College 69 per cent. of the Queen's Scholars failed to obtain 50 per cent. of the total marks in this subject, while in another College 63 per cent. fell below the same standard. In none of the Colleges did 50 per cent. of the male Queen's Scholars obtain half marks. The female Queen's Scholars were much more successful. In one College 89 per cent. obtained half marks or more, and in none of the Colleges in which mistresses are trained was the percentage of those female Queen's Scholars who answered 50 per cent. or more, lower than 85 per cent. It will thus be seen that in English Composition the mistresses are much superior to the masters, and that, too, in the Colleges where both masters and mistresses are instructed by the same Professors. Two causes may be suggested as contributing to this result. The Programme of subjects in column 3 is, for masters, much more extended than that for mistresses, and in those subjects which are common to both, a more difficult paper in some of the subjects is set to the masters. This circumstance necessarily curtails the time at the disposal of the master, and limits the attention he can bestow upon English. It is, too, much more difficult to teach men to write English than to teach women. The vocabulary of women is, as a rule, more limited, but it is more precise, and more definite. It mainly consists of words of Anglo-Saxon origin, and there are no words more expressive and

English
Composition.

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Colleges.

Mezrs. M.
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and S. E.
Stronge,
A.M.,
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Dairin.

pointed, and less liable to misconstruction, than the words in daily use drawn from this source. Further, a woman knows what she wishes to say, and says it in the simplest and most direct manner, and this is the best modern English eloquence. On the contrary, men labour much in expressing themselves, and often finally fail to make their thoughts clear and intelligible. Words whose connotation is imperfectly understood, half remembered phrases from books and newspapers, much verbosity and confusion of thought—thought dominated and led astray by words—all combine to produce passages in their compositions altogether wanting in perspicuity, and suggestive of a meaning that the writers never intended. It does the writer of such a composition little service to correct it and return it to him. He will, probably, remember his own false phrases and constructions rather than the emendations of his teacher. A better plan would be to criticise such a composition in the presence of the class, asking for corrections and improvements. Thus the whole class is taught at once an object lesson which will be remembered. The students, too, should be warned against reading newspapers too frequently, and encouraged to read such works as the "Spectator," the "Tatler," the "Vicar of Wakefield," &c., and to read them often and closely. They will thus draw from a well of English undefiled.

Aim of the
Training
Colleges.

The great aim of the Training Colleges is to supply the country with good teachers. At the public meeting for the conferring of degrees of the Royal University, the Chancellor—His Excellency the Marquess of Dufferin and Ava—set forth the importance of the art of teaching, and the difference between a good teacher and a bad teacher with such distinctness that we cannot do better than to recall his words. He said: "Teaching is not only one of the most useful and honourable duties in which any one can engage; but I am sorry to be obliged to add, it is also one of the most difficult. A good teacher is as much born as a good poet. His task requires many rare and various excellencies, all of which are of no less importance than acquaintance with the subject he undertakes to handle; supreme patience, acute discernment of character, intense sympathy, a presence inspiring respect and attracting confidence and affection, a lively and energetic manner, and, above all, the magical gift of disseminating an exuberant vitality through the minds and nervous systems of his pupils. He has to infuse into the usually heavy atmosphere of a schoolroom the ozone and oxygen of his own temperament. . . . On the other hand, a bad, dull, spiritless, unsatisfactory teacher is almost worse than none at all, his incompetence and the disadvantages which spring from it exercising, as they cannot fail to do, a permanent influence on the lives of his scholars."

Selection of
the candidates.

Now the task which the Colleges propose to themselves is first to select suitable young persons, and then to train these so as to make them good teachers. There ought not to be much difficulty in selecting suitable young persons; the supply of candidates, as we have shown, is far in excess of the number of vacant places in the Colleges. The Marquess of Dufferin assumes that a teacher must have an "acquaintance with the subject he undertakes to handle," and hence it is that the Colleges spend much time in perfecting the Queen's Scholars in a knowledge of Arithmetic, Grammar, Geography, and the other subjects which enter into the programme of a Primary school. There is little fear that this portion of the work of the Colleges will fail to receive due attention, as failure by any student

in one, or at most two subjects, would be fatal to his promotion. The art of imparting to others the knowledge which a teacher has acquired is as essential for good teaching as the mere acquisition of knowledge, and this art is recognised in our Programme, under the designation, *Practice of Teaching*. The Training Colleges endeavour to impart an acquaintance with "Practice of Teaching" in various ways, such as:—

- (a.) The Queen's Scholar observes the manner in which school work is carried on, and the manner in which ordinary lessons are taught by experienced teachers.
- (b.) The Queen's Scholar teaches an ordinary subject under supervision.
- (c.) The Queen's Scholar specially prepares certain lessons and gives these in presence of the Heads of the College and the students, by whom such lessons are criticised.
- (d.) Towards the close of his career in the College each Queen's Scholar is put, for a short time, in charge of a whole school, and he makes "changes" and carries out school work in accordance with the time-table.

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A.M.,
Heads
Inspectors,
Dublin.

We, the Head Inspectors in charge of the Colleges, test the proficiency thus attained by the Queen's Scholars. Each Queen's Scholar teaches a "prepared lesson" in our presence; teaches, also, an "unprepared lesson;" and acts as "principal" or "assistant" of one of the "Practising schools" for a short time. This important portion of the duty of the Colleges had, plainly, not been neglected, yet, in general, the marks which we were able to assign to the students who were completing their course were considerably lower than the marks which the same students obtained in such subjects as Arithmetic, Grammar, Geography, Reading, Penmanship, &c.

Tests of
proficiency.

Nor does it follow that a Queen's Scholar who obtains high marks on "Practice of Teaching" will necessarily become a successful teacher. Success in giving, before strangers, a "prepared lesson" or an "unprepared lesson" depends a great deal on self-confidence, and on the absence of what is generally known as "nervousness." "Changes" are easily made in schools such as the "Practising Schools," which have been thoroughly organized by a select staff. The work of a teacher in an ordinary school is far more difficult than the teaching-work to which any Queen's Scholar is put. Take for example an ordinary school of forty or fifty. In this there will, usually, be at least seven classes, all with programmes differing considerably, and the business of the teacher of such a school is, with an assistant or monitor, or, perhaps, with no assistance, to keep all these seven classes steadily and usefully employed for at least four hours every day. Some teachers solve this difficult problem with marvellous success, others—even some who, in teaching a single class, had won distinction—completely fail. It is not possible to say in advance, in every case, whether a Queen's Scholar will prove a successful teacher or not; this can be fully tested only by actual work in ordinary schools. Still, although absolute certainty is not possible, it is possible for persons dealing every day, as we are, with school work, to say with reasonable correctness whether a young person who has completed his course is likely to become a successful teacher. It is plain that the utility of Training Colleges must ultimately depend, to a great extent, on the attention which they give, or cause their students to give, to "Practice of Teaching." On the

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Dublin.

whole, we are of opinion that the various Colleges duly recognise the importance of "Practice of Teaching." Still, the heads of Colleges must be largely influenced by the "Programme," and "Practice of Teaching" is only one item out of upwards of a dozen, in each of which every Queen's Scholar must be prepared. Again, failure to pass a written examination in Arithmetic, or Geography, or Grammar, &c., is conceivable, and, in fact, happens from time to time to students from every College; but absolute failure to give a specially prepared lesson to a class must, for students who have been two years in a College, be very rare. Nor would such failure alone disqualify a Queen's Scholar from obtaining a "Pass Mark" in "Practice of Teaching"; he should also fail in the "Unprepared lesson"—generally on some very simple school subject; and, again, should fail to carry on school work satisfactorily as assistant or principal, before he could be disqualified for failure in "Practice of Teaching." Absolute failures in this important portion of the work of a Training College are, therefore, extremely rare, and, consequently there is no reason to fear that the Programme as it now stands will cause undue attention to be paid to *Practice of Teaching*.

We are, Gentlemen,

Your obedient servants,

M. SULLIVAN, } Head
S. E. STRONGE, } Inspectors.

Report on
"Marlborough
Street"
Training
College.

Messrs. M.
Sullivan,
LL.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.
Dublin.

Queen's
Scholars in
residence.

Ante-
cedents of
Queen's
Scholars.

GENERAL REPORT upon "MARLBOROUGH STREET" TRAINING COLLEGE, DUBLIN, for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors.

Dublin, November, 1899.

GENTLEMEN,—During the session which closed with the annual examinations in July this year, there were in residence in this college 128 male and 163 female Queen's Scholars. There were also seven females, who were non-resident, but were admitted to the privilege of attending the lectures and the practising schools, and of presenting themselves for examination and classification in the same manner as the resident Queen's Scholars.

Of the 128 male Queen's Scholars, twenty-three were principals or assistant teachers in National schools before coming up, and have returned to take up the positions which were filled by classed substitutes in their absence; forty-nine were completing the final year of a two years' course; and the remaining fifty-six have to return for another year's training. The numbers on the female side in the same order were:—Principals or assistants in training, twenty; completing their final year, sixty-eight (and seven externs), and at the end of the first session, seventy-five.

Of the seventy-two males who completed their course of training and were examined in the third column of the new programme, thirty-seven, or fifty-one per cent., obtained sixty-five per cent. This answering entitles them, after two years' highly efficient service, to rank in the Second Division of First Class. The number of mistresses who attained to the same distinction was thirty-three, or 34·7 per cent.

In the examination of the Queen's Scholars in all the training colleges, we had the advantage of the assistance of our four colleagues, Mr. Eardley, Dr. Alexander, Dr. Moran, and Mr. Dewar. As the inspectors of the training colleges, we arranged the test examinations so that we should examine all the Queen's Scholars who were completing their courses, viz., the principals or assistants who had entered for a one year's course, and those who were completing the longer course of two years. Mr. Eardley and Dr. Alexander examined the students who were in the first year of their course in Practical Teaching, in the method of keeping the School Accounts, and in knowledge of the Commissioners' Rules, while Dr. Moran and Mr. Dewar examined in Reading, Practical Cookery, and Manual Training. The same division of duty was maintained throughout.

The tests in teaching were similar to those given in former years. Prepared notes of lessons in three subjects were presented by each Queen's Scholar; one of these was selected, and when this lesson was given, we gave him a subject for an impromptu lesson, and allowed him some time to think over the subject and arrange his method of procedure, but he was not permitted to leave the room or to make use of books. The students, as a rule, showed considerable coolness, confidence, and resource in a position and in surroundings which are such as to be a sure test of the presence or absence of those valuable qualities.

No change occurred during the year in the professional staff of the college. We regret to state that the principal of the Female Department was seriously ill for two months. During this period his duty was taken over by his colleagues. Mr. Ryan, the principal of the Boys' Practising School, retired during the year, after long and valuable service, and was succeeded by Mr. Murray, head master of Cork Model Boys' School.

Though we have called attention in former reports to the fact that there is no drill master in this college to put the Queen's Scholars and boys of the Practising School through a course of drill, no appointment has till recently been made. Drill exercises are all the more necessary in this college, where the grounds are so limited as to preclude the possibility of playing cricket or football. Physical training should always proceed *pari passu* with the development of the intellectual powers.

Report on
"Marlborough
Street"
Training
College.

Messrs. M.
Sullivan,
L.L.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.
Dublin.

Results of
examination.

Practical
tests.

No
change in
College
staff.

No drill-
master.

We are, Gentlemen,

Your obedient servants,

M. SULLIVAN, { Head Inspectors.
S. E. STRONGE, }

Report on
"St.
Patrick's"
Training
College.

Messrs. M.
Sullivan,
J.L.B.,
and S. E.
Stronge,
A.M.
Head
Inspectors.
Dublin.

Situation of
College-
building.
Health of
Queen's
Scholars.

Number of
Queen's
Scholars.
Ante-
cedents of
Queen's
Scholars.

Teaching
tests
applied.

Result of
examina-
tion.

GENERAL REPORT upon "ST. PATRICK'S" TRAINING COLLEGE, DUBLIN, for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors.

Dublin, October, 1899.

GENTLEMEN,—We beg to submit for the information of the Commissioners our report on "St. Patrick's" Training College for the year 1898-1899.

The college is admirably situated at a short distance outside the city boundary. The grounds are large and well kept. The excellent situation of the college acts beneficially on the health of the students, and although one Queen's Scholar left owing to weak health, the general health of the students was all that could be wished.

One hundred and sixty-four Queen's Scholars were present at the opening of the session. One left through illness, and one died owing to the result of an accident, so that the number present at the close of the session was 162. Of the 164, forty-three were "classed teachers," ninety-two had been monitors in National schools, and twenty-nine had been pupils only.

The 162 Queen's Scholars present at the close of the session were examined practically in the Art of Teaching. In this examination we had the assistance of Head Inspectors Eardley and Alexander.

The general result of our examination was satisfactory. Head Inspectors Morau and Dewar examined in Reading, and were satisfied with the general proficiency in this important subject.

Of the 162 Queen's Scholars examined, 100 had completed their course, and fifty-four of these answered with "special distinction," that is, answered at least sixty-five per cent. On the whole, therefore, whether we consider the answering of the Queen's Scholars at the July examinations or the skill shown in the practical Art of Teaching, the efficiency of the college continues to be satisfactory.

We remain, Gentlemen,

Your obedient servants,

M. SULLIVAN, }
S. E. STRONGE, } Head Inspectors.

GENERAL REPORT upon "OUR LADY OF MERCY" TRAINING COLLEGE, DUBLIN, for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors.

Dublin, October, 1899.

GENTLEMEN,—We beg to submit, for the information of the Commissioners, our Report on "Our Lady of Mercy" Training College, for the session of 1898-9.

The College is in the city of Dublin, and the space for recreation is limited in extent. The Queen's Scholars, however, go in turn to an establishment under the same order of Nuns, in Blackrock. The house and premises are kept in good order. The general health of the Queen's Scholars was very good during the session, a few students were ill for short periods; but all were able to complete their course.

One hundred and fifty-six Queen's Scholars were in training during the session. Thirty-eight of these were classed Teachers who had entered for a one year's course; and fifty-six had entered for a two years' course. The College, therefore, completed the training of ninety-four Queen's Scholars during the year.

Vacancies in the College are filled up by competitive examination. Of the 156 Queen's Scholars in the College during the year, thirty-eight were classed Teachers, fifty-five had been Monitors, and sixty-three had been merely pupils. From these figures it appears that mere pupils hold their own when opposed to Monitors, and that a comparatively short preparation is as effective—for examination purposes—as are the five years' special teaching given to Monitors. As the total number of persons anxious to compete for places is far in excess of the number of annual vacancies in the College, very high answering is necessary in order to secure entrance, and in this way the proficiency on admission is steadily rising. This, of course, reacts on the proficiency on leaving, and, as might be expected, the answering at the final examination in July, 1899, was even higher than the very creditable answering of previous years. Of the ninety-four students who completed their course of training, sixty-seven—that is 71 per cent. of the whole—obtained 65 per cent., and so are recorded as having passed with "special distinction." Each student was also tested in Practical Teaching. In this portion of our labours, and in the examination in Reading, &c., we were assisted by Head Inspectors Eardley, Alexander, Moran, and Dewar.

In examining on the Practice of Teaching, each student first taught a lesson which she had specially prepared, and subsequently taught a lesson suggested by us. The students were also tested with regard to the general work of a school, each student being placed for a short time in charge of the whole school, and required to make suitable changes. In general, the Queen's Scholars acquitted themselves in a very satisfactory manner, and we felt satisfied that Practical Teaching receives a fair share of attention.

We remain, Gentlemen,

Your obedient servants,

M. SULLIVAN, }
S. E. STRONGE, } Head Inspectors.

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Report on
"Our Lady
of Mercy"
Training
College.

Messrs. M.
Sullivan,
LL.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.

Dublin.

Situation of
College.
Health of
Queen's
Scholars.

Ante-
cedents of
Queen's
Scholars.

Answering
of Queen's
Scholars.

Practical
tests.

Report on
"Church of
Ireland"
Training
College.

Messrs. M.
Sullivan,
LL.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.
Dublin.

No
change in
staff.

Health of
Queen's
Scholars.

Ante-
cedents of
Queen's
Scholars.

Results of
examina-
tion.

Practical
tests.

GENERAL REPORT upon the "CHURCH OF IRELAND" TRAINING COLLEGE, DUBLIN, for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors.

Dublin, October, 1899.

GENTLEMEN,—We submit herein our report on the "Church of Ireland" Training College for the session ended 31st July, 1899.

The staff has undergone no change. The routine of training has continued as it was in former years. Instruction in the Art of Teaching—by actual work under proper supervision—continues to receive a large share of attention.

There were a few cases of illness, and one Queen's Scholar died during the session, but on the whole the health of the students was good.

Fifty-six Queen's Scholars completed their course of training in July, 1899, viz., twenty men and thirty-six women. Nine of the fifty-six, being teachers already classed, received one year's training; the remaining forty-seven had been in the college for two years.

Seven of the men presented obtained sixty-five per cent., and nineteen of the thirty-six women also answered so as to merit special distinction. The general answering we consider good.

Each Queen's Scholar was also tested practically in the Art of Teaching. We were assisted in this important portion of our work and in the examination in Reading by Head Inspectors Eardley, Alexander, Moran, and Dewar. The same division of labour was adopted by us in this as in the other training colleges. Each Queen's Scholar first taught a lesson which he had specially prepared, and subsequently taught a lesson suggested by us on some ordinary school subject. In general, the Queen's Scholars acquitted themselves fairly.

We remain, Gentlemen,

Your obedient Servants,

M. SULLIVAN, }
S. E. STRONGE. } Head Inspectors.

GENERAL REPORT upon "DE LA SALLE" TRAINING COLLEGE,
WATERFORD, for the Session ended 31st July, 1899, by

Messrs. M. SULLIVAN, LL.B., and S. E. STRONGE, A.M., Head Inspectors,

Dublin, November, 1899.

Report on
"De La
Salle"
Training
College.

Messrs. M.
Sullivan,
LL.B.,
and S. E.
Stronge,
A.M.,
Head
Inspectors.
Dublin.

Queen's
Scholars in
residence

GENTLEMEN,—During the session which closed in July last, there were 150 Queen's Scholars under training in this college. Owing to illness and other causes, seven of these had dropped out during the year. There were, therefore, 143 only who presented themselves at the July examinations. Of these, sixty-nine completed their course of training and presented themselves for examination in the third column of the new programme. Twenty-seven of these, or 39·1 per cent., succeeded in obtaining 65 per cent., and so passed with special distinction. Fifteen of the sixty-nine were principals or assistants in National schools, and had come up for a one year's course; the remaining fifty-four were completing the second year of a two years' course; and seventy-four of the total number in training were at the close of the first year of a two years' course.

The distribution of the duty of examining in the Practice of Teaching and Reading was the same here as in the other colleges. The tests in the Practice of Teaching to which the Queen's Scholars were submitted were similar to those of former years. The majority of the Teaching lessons given were disappointing. The students appeared to have little or no confidence in themselves, spoke in a low, mumbling, inarticulate tone, still retained their provincial mannerisms of speech, and were lacking in precision and accuracy of expression. Their demeanour towards their classes was wanting in force and weight. They stooped over their pupils and talked to them in such a monotonous style as leaves no definite impression behind. The lessons given in Reading were especially bad. Few of the students whom we heard read could be described as even fair readers, capable of making their hearers fully understand the meaning of the author, or of impressing even the words upon the memory of those who were attending to them. In the Inspector's Reports there are many complaints of bad Reading in the National schools, and this is not surprising if proper attention is not given to the teaching of the teachers. We observe that in the Report dated January, 1898, we called attention to the large number who failed in their Teaching Tests in this college, but we, at the same time, thought that this might be due to the disadvantages under which the Queen's Scholars laboured in the matter of an unsuitable practising school. There are now, however, large and well equipped practising schools, furnishing ample opportunities for practice to even a larger number of Queen's Scholars than are in residence.

The students receive regular instruction in drill throughout the year from a competent drill master.

The buildings and grounds are all that could be desired, and are kept with care and taste.

We are, Gentlemen,

Your obedient servants,

M. SULLIVAN, }
S. E. STRONGE, } Head Inspectors.

Reports on
Training
Colleges.

Messrs. F.
Eardley
and T. J.
Alexander,
LL.D.,
Head
Inspectors.

Dublin.

Report on Practical Test in Teaching, Knowledge of the Commissioners' Rules, and Method of Keeping the School Accounts in the Training Colleges, by

Messrs. F. EARDLEY and T. J. ALEXANDER, LL.D., Head Inspectors.

Dublin, 23rd June, 1899.

GENTLEMEN,—We beg to furnish the following brief report on the training colleges examined by us in the subjects named below:—

Practical Test in Teaching.

Knowledge of the Commissioners' Rules.

Method of keeping the School Accounts.

Tests in
teaching.

The Queen's Scholars presented to us were those who had completed their first year of training. The tests in teaching applied by us were mainly confined to the subjects of the ordinary school programme.

Reading.

The attention devoted to Reading, as distinct from Explanation, appeared to us to be wholly inadequate. In relatively few cases could it be said that the students who taught the subject before us gave a really effective lesson. We commend this subject to the heads of the training colleges as the most important of all. Our remarks apply to the *method* of teaching Reading, and not to the Reading of the students themselves.

Writing.

No opportunity was afforded us of judging how Writing was taught. We regard this as a serious defect. The subject should be well represented in the list of prepared subjects submitted to us.

Arithmetic.

The prepared notes of the students on Arithmetic were, with few exceptions, of a satisfactory character, and were exhaustive of this branch, embracing as they did the more elementary as well as the advanced portions of it.

On a good many occasions, however, we noticed a want of directness on the part of the students in approaching the point to be illustrated. The introduction of unnecessary matter was not sufficiently guarded against, and the unintelligent use of a good method was frequently exhibited by the needless repetition of minor details.

Grammar.

The conversation of the teacher during the entire day should be a Grammar lesson—giving a model of correct speech. A considerable number of the students would be unable to fulfil this requirement if in charge of schools, and a marked proportion of these belong to De La Salle Training College. In the prepared lessons we noticed a want of intelligence, shown (1) by the separation of allied portions of the subject that are best understood when contrasted with each other, such as active and passive voice, regular with irregular verbs, etc.; and (2) by the singular absence of any reference to the correction of syntactical errors of common occurrence.

Geography.

The most serious errors in the lessons in Geography were:—(1) The imperfect explanation of the cardinal points. (2) The faulty introduction to the lessons on the Map of the World, and the absence of any attempt to infuse human interest into the lessons on the different countries. (3) The ineffective treatment of subjects connected with Mathematical and Physical Geography, arising either from the lack of sufficient apparatus, or from the failure to use what had actually been provided. (4) The improper handling of the pointer.

Needle-
work.

We should like to see a more general use of demonstration frames in connection with instruction in Needlework.

Generally speaking the students possessed a competent knowledge of the method of keeping the school accounts, and exhibited familiarity with those portions of the Commissioners' Rules which bear on the teacher's duties in connection with his school.

We remain, Gentlemen, your obedient servants,

F. HARDLEY,
T. J. ALEXANDER, LL.D., } Head Inspectors.

The Secretaries, Education Office.

Reports on
Training
Colleges.

Messrs. F.
Hardley,
and T. J.
Alexander,
LL.D.,
Head
Inspectors.
Dublin.

School
accounts,
Commis-
sioners' Rules.

Report upon Reading, Cookery, and Manual Training in the Training Colleges, by

Messrs. J. MORAN, LL.D., and E. P. DEWAR, M.A., Head Inspectors.

Dublin, 24th June, 1899.

GENTLEMEN,—We beg to submit the following report on Reading, Cookery, and Manual Training, the subjects in which we were deputed to examine the students of the training colleges.

Reading was, on the whole, clear, distinct, and expressive. There was ample evidence that this branch had been carefully taught, and that very considerable attention had been given to intonation, accurate emphasis, and voice production.

Explanation of phrases was in general good, but occasionally the explanation was too diffuse and wanting in clearness. There was a tendency on the part of some students to explain passages by the use of more difficult words than those found in the phrases proposed for elucidation.

More attention could be given, with great advantage, to the correct pronunciation of words.

In the male department of Kildare Place College and in De La Salle College the style of Reading was in some instances too monotonous, and wanting in animation and vivacity. These candidates had not, in our opinion, received sufficient practice in Reading aloud, and their style was distinctly inferior to the average standard.

Cookery was taught in Marlborough-street Female College, Church of Ireland, and Our Lady of Mercy Colleges. In each college the students displayed great ease and facility in the manipulation of the ingredients, and in the preparation of the various dishes proposed as tests.

All the candidates may be regarded as competent to instruct in Plain Cookery.

The class presented for examination in Manual Training belonged to Marlborough-street Male Training College.

The students went about their work with readiness, showed a satisfactory aptness in the use of the tools, and completed the models in a neat, skilful, and workmanlike manner.

The working drawings of the models required were, on the whole, fairly, and in a few instances well done. The students gave evidence of careful and painstaking superintendence.

We are, Gentlemen, your obedient servants,

JOHN MORAN, } Head Inspectors.
E. P. DEWAR, }

The Secretaries, Education Office.

Report on
Reading,
Cookery,
and
Manual
Training
in the
Training
Colleges.

Messrs. J.
Moran,
LL.D.,
and E. P.
Dewar,
M.A.,
Head
Inspectors.
Dublin.

Reading.

Cookery.

Manual
Training.

Report on
Industrial
Instruction.

General Report on Industrial Instruction by Miss PRENDERGAST,
Directress of Needlework.

Dublin, December, 1899.

Miss
Prendergast,
Directress of
Needlework.
Dublin.

Work of
Easter Ex-
aminations.

GENTLEMEN,—I have the honour to submit to you my annual report upon the condition and progress of industrial instruction during the year 1899.

I marked, as usual, with the assistance of the Organizing Teachers, the exercises of candidates presenting themselves for examination in April and July of that year. The great bulk of those who attended the Easter examinations were, of course, monitresses, some in their Third, and others in their Fifth year of service. Dealing first with those in Third year—otherwise, and for purposes of classification, called “D” candidates—I find, on reference to notes hastily made in the progress of marking far from leisurely, that the *sewing* of those girls is remarked as showing some advance upon their previous years’ form, though much room for improvement still existed. *Knitting*, I found, also, less frequently poor—though noticeable ignorance was, occasionally, shown in this branch. For instance, some of the socks presented had the heel narrowed from each side to a point, as though the worker were endeavouring to close a toe.

Darning, I am sorry to say, was little, or no better, in this division, than it was found in 1898; and *cutting-out*—possibly in consequence of the information given to candidates that ignorance of this branch would not entail the loss of their examination—was even worse. Very many of the paper garments were left incomplete; a fair number were not even partially tacked together. One candidate cut out the back and front of her shirt exactly alike, taking a deep neck-slope out of the back, precisely to correspond with that in the front. She then took the two pieces of the yoke, the outer and the inner, turned the very deep neck-curves conscientiously to meet the curves in front and back of shirt, sewed one part of the yoke, in this position, to the front of the shirt-body, the other to the back, and then ran the two straight edges together at top. The result was a truly droll-looking production, irresistibly recalling the appearance of portion of the “parish stocks,” which were formerly an institution in most English villages—likely to be as productive of discomfort to anyone essaying to wear it, and rather more difficult to get into or out of. I am happy in being able to state that this article was unique.

Unfortunately, however, there was ample evidence of ignorance and carelessness of a less original and daring kind; so much that one was tempted to think that the teaching and practice of cutting-out must be very indifferently attended to in the case of these girls. The production of a fairly well shaped and proportioned shirt is not a matter of such extreme difficulty; children in VI.¹ class, ranging from thirteen to fourteen years of age, can be taught to cut these garments in a very satisfactory manner—even their juniors of V.² class, under the instruction of an energetic and capable mistress, can do surprisingly good work in this way. When visiting Castleisland Convent, in June last, I had an opportunity of seeing a class of this standing, composed of girls of from twelve to thirteen years old, engaged in cutting out and putting together paper shirts, as an exercise in preparation for their approaching examination. Not one of these shirts would have failed to secure a pass for a monitress under examination, and a large proportion of them would have gained good marks; yet they were the production of a group of little girls,

cutting and pinning, in humble attitudes, upon a bare space of the schoolroom floor.

If it were possible to have a suitable number of trestle tables provided—Government property, and duly marked as such—to be lent for use at each examination, taken to pieces, and stored away safely between times, they would be a great boon to the candidates, now often obliged to draft and cut upon the floor, in a stooping posture, which heats and tires them.

With regard to the work exhibited by these Fifth-year, or "C2" mistresses, I am glad to be able to record that their sewing, at examinations of 1899, exhibited improvement upon the form of 1898, especially in buttonholes, which were decidedly better. Sewing on of gathers was still, very frequently, a weak point. I attribute this, in some measure, at least, to the fact of its being often, if I may say so, *unwisely* taught—mistresses aiming at securing neatness of appearance rather than correctness and strength. They should insist, first, upon even gathering; next, careful stroking, by which each gather is shaped and set in place; finally, proper spacing, neither scant nor crowded, and a separate, regular stitch to attach each gather to the band. The *run-on* band is a piece of laziness which I always find it hard to forgive—it is incorrect, ugly, and insecure. *Knitting* of this division also showed improvement, and there was some advance in darning—a little bettering of method, a little bettering of execution—though much still remains to be done in the interests of this useful and too-neglected art. *Cutting-out*, however, remained at a stand-still; no progress was visible in it—wanting the spur of punishment in case of failure.

Report on
Industrial
Instruction.

Miss
Presidents
Directress of
Needlework.
Dublin.]

Work of
July Ex-
aminations.

The work of July Examinations, executed by students of Training Colleges and higher-class teachers, showed advance in sewing (of which a considerable amount was satisfactory, with a percentage of specimens which were very good indeed), and some in darning—though by no means so general an upward tendency as one would desire. A number of the best specimens received were worked in dark tones of cotton, blue and red-brown, and by their uniformity of appearance suggested the large classes of a Training College; other good ones were in lighter shades of red and blue. It is a pleasure to think that *these* young mistresses will be qualified to give sound instruction to their pupils in this much-needed branch. Many of the miniature petticoats produced by "B" candidates, were very nice specimens of crochet. The cutting-out of this division was often curiously unequal, the lady's night-gown being seldom really well cut, whereas the baby's barrow-coat was as rarely a failure. Candidates appeared to take quite a pleasure in the production of a well-shaped and finished pattern of this infantile garment, but neglect seemed to mark the unlucky night-gown for its own. It was constantly ill cut about the neck, sloped too little in front, too much behind, having the two sides of front immensely over-lapping, or—where "saddle" yoke was cut—refusing to meet at all; subject, in fact, to every kind of ill which could afflict a garment of its sort. The backwardness so frequently shown in its cutting-out is rather a puzzle to me; the candidates called upon to produce the night-gown have, for years previously, practised the shaping and putting together of a man's shirt, which closely resembles the night-gown in all particulars but the one of length, and it seems odd that a reasonable amount of knowledge of the subject has not, after such long familiarity with it, been assimilated. But this problem is only one of many.

Report on
Industrial
Instruction.

Mrs
Prendergast,
Directress of
Needlework.

Dublin.

Perfor-
mances of
monitresses
disappoint-
ing to their
teachers.

When visiting schools during my tour of inspection I enquired very frequently into the manner in which monitresses, who had been up for examination at Easter, had acquitted themselves in their various subjects, as indicated by the marks awarded them. The answers to my questions frequently surprised me much—so unlike were they to what I had anticipated. The conductors of several schools in which I know the monitresses to be receiving careful and competent teaching told me that the marks earned had sadly disappointed them; they had felt quite sure of their girls passing a highly creditable examination, and the result had fallen very far short of their expectations. On the other hand, in a couple of schools where the standard of the monitresses' work, though sound and satisfactory, was below that maintained in the others which I have indicated, I was informed that the girls had succeeded even beyond their mistress's hopes, their marks ranging between 80 and 85 per cent. The candidates who had given so good an account of themselves were solid, steady, semi-northerners, and, no doubt, capable of putting their best foot foremost on such an occasion, the modified amount of excitement felt by them only acting as a stimulus; the others, whose unexpectedly moderate performance had disappointed the teachers, hailed from the south and west.

From the senior members of one of these classes I had been glad to get five samplers of sewing, so good that each was accepted with pleasure in another school, as a pattern to be followed by its monitresses; it was, therefore, a far from agreeable surprise to me to learn that not one of these girls had made good marks at examinations. Almost believing that some unfortunate mistake had occurred, I took down their names and numbers, and, on my return to the Education Office, sought out and re-examined the specimens. I found that full justice had been done them by the examiners—even indulgence shown in one or two points—for, low though the marks were, they were the utmost value of the work done. *That* was so inferior to what I had seen come from the hands of those monitresses while they worked under their mistress's supervision that it almost made one question the testimony of one's own eyes. The decadence was shown in all branches. Whether it arose from carelessness, generated by an idea that fingers so well trained should be capable of doing good work without any accompanying effort of mind—or was the result of nervous excitement, which produced awkwardness and stupidity—I cannot say. This was the most startling instance of the occurrence of the unexpected that I met with; but there were others, exhibiting the same peculiarity in a less remarkable degree. It provokes one to speculate—whether the girls are wanting in self-reliance, and too much dependent upon constant supervision from their mistress—whether some of those who show up but indifferently at examination are capable of better things upon less exciting occasions? This is a wonder which has a pleasant side to it—but it is wiser, no doubt, to leave speculation and return to fact.

Need-
work of
ordinary
National
Schools.

In the early part of the past year I examined and marked a large number of Needlework specimens done by pupils of ordinary National schools (mostly small country ones), and forwarded by Inspectors. The merit of these productions varied to a very noticeable degree, some schools being as remarkable for good qualities as others were for bad, and all, no doubt, reflecting, like so many faithful mirrors, the personalities of the teachers who made them what they were. Darning was the one subject which was almost invariably weak.

I fear that, as a general rule, the work of repairing does not commend itself to our Irish girls and women; they regard it as much trouble for little gain. I fear that this is one of the reasons for the fact that darning makes slow progress.

In those schools of which I have spoken the *method* was constantly bad, now in one way, now in another, now—one might say—in every way at once. A good many specimens of it were done on canvas or coarse strong muslin, and were very useless indeed; some were mere squares of darning-stitch worked over the solid, uncut material, which left the worker entirely in the dark as to the management of the edges of a hole, the part of the work generally found most difficult; many merely filled a square with work, taking a single stitch as a hold upon the edge, which was not enclosed, but unrolled itself, a ragged fringe, on the side furthest from the darning. It would make much for progress in this branch if Inspectors would resolutely reject, as unpassable, all such specimens, and to insist upon the use of web for practising on, the filling of an actual hole with work, and the *running* of the material surrounding the hole, which is indispensable, not only for the strengthening of a part worn thin in a real sock, or other garment, but for the getting of a proper hold to support the darn itself. It is not necessary for the web to be new; cast-off stockings, vests, &c., clean from the wash, supply excellent material for the practice of darning. I am under the impression, myself, that too little *attention* is given to this subject; I often ask in schools for the darning of children and mistresses, and hear that they have not done any yet this year—which may be eight or nine months old, at the time. The very few teachers, among those of whom I have been speaking, who presented satisfactory specimens of their pupils' darning, appeared to me to have been, rather recently, in training—the stamp of a Training College was upon their work.

The number of schools, other than Convent schools, which I can find time to visit is, owing to the claims of Industrial departments, very limited; but of those in which I examined work during the past year, some six, out of eight, showed satisfactory attention to the pupils' sewing, &c.; two were much wanting, one of these especially as regards the teaching of mistresses, for whose instruction in Needlework no provision whatsoever was made. A school deserving mention for decided advance made, and care bestowed by the principal mistress, was SS. Peter and Paul's, Cork.

Among seventeen Convent schools, other than Industrial departments which I visited, I remarked very considerable advance made in Enniskillen, Faythe, and St. Finbar's; and improvement was visible, also, in Arklow and Midleton.

Industrial departments continue, as a rule, to make satisfactory progress—much good and useful work is accomplished by them. They take in hand the young girls whose literary education is almost, or quite, complete, and add to it a training which is, in its own way, as valuable and important—a training to habits of neatness, industry, perseverance, discipline—given just at that time of life when character is forming, when its elements may be moulded to good or evil shape, and when, therefore, it is most necessary that the influences exerted should be those which tend to raise. They keep these senior pupils of the schools, those who have left it already, and those who will soon depart, in touch with the mistresses whose aim has always been to improve and elevate them, to teach them to

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Industrial
Instruction.

Miss
Froudergast,
Directress of
Needlework,
Dublin.

Work of
Convent
National
Schools.

Progress of
Industrial
Depart-
ments.

Report on
Industrial
Instruction.

Mrs.
Friedberg,
Directress of
Needlework.

Dublin.

become good and useful members of society, and that influence continues to do its work—a spur if they are struggling upward, a brake if they are going down. For more is taught in an Industrial department than different kinds of Needlework—though a great deal of that is got through, too.

The past year has been a year of progress for a considerable number of the Industrial departments—of which sixty-seven are now in receipt of salary from the Commissioners, while two others have been recommended for grant, and two have recently made application for it. In six departments, the great demand for lace which fashion has made during the past year, has led to the starting of a new industry. In Longford and Oughterard Convent National Schools the lace chosen was Carrickmacross, which seems perennially popular. I visited Longford in September last, when only about ten weeks had been given to the training of the young lace-workers, and was agreeably surprised to see what progress they had made during that time. I attribute their unusual rapidity in acquiring skill in this branch to the pains previously taken with their industrial instruction in the school, where plain Needlework is very well and carefully taught; the eyes and hands of the girls had been trained already to accuracy and neatness. A number of very nice specimens of underclothing were done for a local exhibition, and as many as seventeen prizes were awarded to pupils of this school, for sewing, knitting, &c., by the lady expert who judged. A large expansion of the shirt-making industry has lately taken place here, also, and much good is being done for the poorer girls of the town.

The same surprising ease in mastering the difficulties of the lace-making was exhibited in Oughterard Convent, where skill which would have done credit to far more experienced workers was exhibited, and I consider that here, also, the previous excellent training in plain and ornamental Needlework was the cause of the very rapid advance. The work of senior girls here is noticeable for neatness and good finish. In Macroom Convent National School, where very good progress has been made during the year, the lace started has been "run" Limerick, still lighter in effect than that worked by the tambour needle, and very suitable for the scarves and trimmings now so extensively worn. The pupils were showing good promise when I visited; since then some articles have been finished and sale-made. Good crochet lace, of simple pattern, is also worked here; crochet in wool is good; and the standard of sewing has risen considerably in the school. Limerick lace of the "tambour" kind is making good progress in Thurles Convent, where, also, crochet lace, of the "Clones" variety, is doing well, and finding rapid sale; this department has been recommended for grant.

The same lace—Clones crochet—has been started with great success in Doon Convent, the pupils showing excellent aptitude for it under the care of an expert teacher, recommended by the Irish Industries Association. In this school, also, very pleasing progress has been made with Art Needlework, of which some most creditable specimens were shown me when I last visited. A somewhat similar style of crochet lace was being successfully produced at Youghal Convent when I paid my latest visit there, and was finding immediate sale; orders for the fine point, which is the speciality of the department, were numerous, and hardly a finished piece remained on hands. A beautiful collar and two handkerchiefs of the most delicate workmanship were being made for the Paris Exhibition. When I visited Kenmare Convent National School, in the summer,

some raised point of great beauty was being prepared for the Royal Dublin Society's Autumn Show. Splendid lace of the same kind was in progress at New Ross Convent, where extensive sales had carried off every finished piece; the work of senior school pupils here was deserving of high praise, their Mountmellick embroidery, in particular, remarkable for its charming variety of stitches, good execution, and good taste—the latter, of course, furnished at present by the Sister in charge of the department, but excellent as a refining influence for the children.

Report on
Industrial
Instruction.

Miss
Presbyterian,
Director of
Needlework.

Dublin.

Departments noted as having made progress during the year, either in general skill or in some special point, are Skihhereen Convent (where a great deal has lately been done for improvement, the sewing of senior girls, in particular, having made remarkable advances), Killarney Presentation, and Killarney Mercy Convent National Schools (improvement in school-pupils' work), Athy Convent National School (advance in general merit, and excellent sewing of monitresses' class), Dungarvan Convent National School (decided improvement in sewing of school), Newcastle Convent National School (a recovery of lost ground—now showing very creditable school sewing and increased merit in Industrial department), Mount St. Vincent (where gradual progress has been accelerated, producing highly satisfactory school work at my last visit). Fethard Convent National School deserves honourable mention for the excellent quality of its sewing and darning. Kinsale Convent kept up its usual high standard for the work of Industrial department—fine Limerick and Spanish laces, drawn thread work, embroidery, &c.; also for the sewing of school. Cashel Convent also maintains a general high level for work of school and of Industrial department—some altar-cloths in hands when I last visited were beautifully embroidered, and the designs, which were rich and appropriate, had been adapted and placed upon the linen by the pupils themselves. Canal-street (Newry) Industrial Department continues to justify its high reputation; Limerick lace, for ecclesiastical use, very well worked and effective, is produced here, also large amounts of the daintiest underclothing, drawn-thread work, and embroidery—a beautiful set of bed-linen, sheets, pillow-cases, and coverlet, all richly worked, had just been completed for an English house when I visited the school.

The fine English point lace of Ardee Convent National School will be on view at the Paris Exhibition, and will, probably, obtain many orders for the school. Ennis Industrial Department flourishes, its work giving great satisfaction, the number of orders received being sometimes beyond the power of the work-room to cope with. Precisely the same description applies to Gort Convent School, where large sales are made, especially of Limerick and crochet lace. Departments which are prospering, and doing very good and useful work, are Clonakilty, Rosscarbery, Newtownsmith, St. Patrick's and Presentation Convents, Kilkenny, St. Joseph's and Presentation Convents, Carrick-on-Suir, Stradhally (Queen's Co.), Kilkee, and Kilrush Convent National Schools. A Christmas sale of work is a feature in the arrangements of the last-named department which has proved very successful, and given much encouragement to the workers, who produce very nice articles to be disposed of at it. The knitting and shirt-making industries continue to flourish in Ballyshannon, Ballaghaderreen, and Foxford Convent National Schools. A considerable amount of useful work is done in Crumlin-road Convent National

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Instruction.

Miss
Prendergast,
Directress of
Needlework.

Dublin.

School. Very creditable sewing, cutting-out, &c., were exhibited by the senior pupils of Blackrock Convent Industrial Department, many of whom are candidates for training, and all the work of school was making good progress. The work of senior school pupils in Baggot-street Convent was of a very satisfactory character when I last visited there.

The total number of pupils of special Industrial class present, and engaged at work, on the occasions of my visit to Industrial departments was 1,883.

The two new departments recognized by the Commissioners during the past year are:—

Granard Convent, where pupils are taught plain dressmaking, making of shirts, underclothing, baby-clothes, making of surplices, and church linen, simple ecclesiastical embroidery, fancy knitting and crochet, Mountmellick work, embroidery on net. The number of pupils present when I visited was twenty-three.

Castlecomer Convent, where pupils learn plain dressmaking, making of shirts, underclothing, baby-clothes, fancy knitting and crochet, crochet lace, Mountmellick embroidery. The number present when I visited was twenty-three.

I have the honour to be, Gentlemen,

Your obedient servant,

M. PRENDERGAST,

Directress of Needlework,

The Secretaries.

Report on
Musical
Instruction.

Mr. P.
Goodman,
Examiner
in Music.
Dublin.

General Report on Instruction in Vocal and Instrumental Music by
MR. P. GOODMAN, Examiner in Music.

Dublin, December, 1899.

GENTLEMEN,—Herewith I beg to submit my general report as Examiner in Music for the twelve months ending September 30, 1899.

Music in
the schools
and
Training
Colleges.

Another year has come and gone, and things are as they were with us. The great reforms which were to follow from the Report of the Commission on Manual and Practical Instruction have not yet appeared. The new educational era has not yet dawned on our schools. Rumour is, indeed, busy with impending changes, but so far, nothing definite is known as to their nature or their scope. We are still waiting.

In this position of affairs, on the eve, apparently, of great and far-reaching alterations in the Board's system, and on the eve, too, of a new century, when, if ever, we should exhibit fresh energy and put forth increased activities, one naturally turns, each to his own department, and asks himself is all well therein? Is all as it should be? Can nothing further be done to improve and develop the state of things existing in it?

Asking myself such questions with reference to the condition of Music in the schools and in the Training Colleges of Ireland, and remembering the facts and figures with which I had to deal in my

last report, and which the past year can hardly have appreciably altered, I think it would require considerable courage on my part to say that all was as it should be with our school Music. There are, no doubt, symptoms of improvement discernible; but much, very much remains yet to be done both in the schools and in the Training Colleges before Music can be said to be in anything like a flourishing condition amongst us.

Report on
Musical
Instruction.

Mr. F.
Goodman,
Inspector
in Music,
Dublin.

In connection with the Music of the schools, the present would seem to be a favourable moment for bringing under notice some matters which appear to me deserving of consideration on the part of our highest authorities. I would, in the first place, beg to direct attention to the system of examination at present in use for Vocal Music in National schools, and would ask is it quite certain that this system is the best possible, or even at all the right one? So far as I can learn Ireland is the only country in Europe where the examination of the children of the primary schools in Singing is individual. Such individual examination is, I am informed, unknown in the primary schools of Germany or France, while it is expressly forbidden in those of England. The question, then, at once arises whether this mode of examination is a help or a hindrance to the development of the subject in the schools of the country? And further it may be asked is it just or reasonable we should demand from the Irish primary school teachers more than is required from teachers of similar position in countries in every respect far ahead of ours?

System of
examination.

The fact that individual examination in Vocal Music is expressly forbidden in the schools of England is alone sufficient to make us here in Ireland pause and reflect, for it shows that the question of individual *versus* collective examination in this subject has been duly considered there, and the system of collective examination deliberately preferred. If then, the English, French, and German educational authorities are satisfied with collective results in the Music teaching of their schools, it may well be asked why should not similar results be deemed sufficient here in Ireland? There can be no doubt but that collective, as compared with individual examination of classes entails less anxiety and responsibility on the part of the teacher. For this reason, therefore, collective examination will naturally be preferred. And seeing that Music is but an optional subject in the Irish schools, the inducements to teachers to take up the subject cannot be too great nor too many. The less they are hampered or restricted the better. Good results should, of course, be required. But the standard to be aimed at should be a reasonable one. In special subjects, such as Music, it should not be forgotten that the ordinary teacher is no expert, nor that the ordinary National school is hardly a place from which to expect a degree of excellence attainable only in a purely technical or professional school.

Individual
versus
collective
examination.

Doubtful at best as may be the suitability of the individual method of examination for the subject of school Music generally, it becomes still more so when it is made the basis of the payment of the teacher, as in the Results System at present in use. The amount of time which can be devoted to such a subject as Music in a National School must necessarily be very limited. The teaching must, consequently, be almost entirely confined to class work, inasmuch as there is little or no time for attention to individuals. Now, a moment's thought will show that the teaching of Class Singing differs from that of most other school subjects. When, for example, the teacher has before him a class for Arithmetic, Drawing, Handicraft and the like, although the teaching may be said to be collective, the actual work of the class

Collective
teaching
versus
individual
examination.

**Report on
Musical
Instruction.**

—
**Mr. P.
Goodman,
Examiner
in Music.**
—
Dublin.

is practically individual, inasmuch as each member of the class attacks and sets about the appointed task for and by himself, and is able, at any moment, to test and verify the accuracy of what he is doing, as if he were alone with the teacher. But in the Singing Class things are different. Here the individual is practically lost in the crowd. He cannot hear himself and does not, consequently, know whether he is right or wrong, whether he is doing well or ill. When, however, the examination comes round, all this is forgotten. The children are called upon one by one to sing, each alone, as if individual performance should follow as a matter of course, from the collective work of the year. And even though the class may get through the collective items of the programme admirably, yet as often as any individual, taken separately, fails to satisfy the Examiner, the teacher is made to suffer in being refused Results Fees. Occasionally it will happen that a child, from nervousness, indisposition, or even from want of skill on the part of the examiner, will fail in the individual tests although fairly able to take part in the collective work. For every such failure the teacher is practically fined. Only for individual passes is he paid anything: for collective work, however good, he gets nothing. This method of dealing with the teacher is hardly what one can call large hearted or generous. It has never, apparently, been adopted elsewhere. Why it was introduced here it is not easy to see.

On the other hand there is something to be said in favour of individual examination, even in such a subject as Vocal Music. The end and object of all teaching in the school must be the development of individual ability in the pupil. In the case of Music, the child is taught to sing, not merely that he may be able to chime in when others are singing, but that he may be able to do something on his own account as well. The more, therefore, the teaching is brought home to each individual member of the class the better. And perhaps the best way of making sure that this is done is to have the class examined individually, for I think it will be admitted, experience shows that, as a rule, the standard of the examination is the standard of the teaching. Consequently, if the examination does not look after the individual, neither, generally speaking, will the teaching.

I must confess, for my own part, that if there was now question of introducing Music into the National schools of Ireland for the first time, and if I were consulted as to what the method of examination should be, I should scarcely venture, in view of what seems to be the universal practice elsewhere, to recommend individual examination of the pupils in Singing. But the custom being here, and the object aimed at being admirable in itself, I must say I am averse to proposing that it should be wholly discontinued. It surely is a great ideal to have in view that each child in the school shall be able to sing from his notes, just as he is able to read from his book. Besides the tests given are very simple, and are usually kindly applied. For these reasons, therefore, I think that individual examination might still be retained, but that it should in no case be made the basis on which the teacher is paid for his teaching of the subject. This, in my opinion, should be made to depend solely upon the efficiency which the class collectively displays in the performance of the various tests applied. Individual examination might be used as supplementary to this collective examination for the purpose principally of securing that the teaching is made as thorough as possible, and should form an important item in the final determination of the character of the teaching by the inspector or examiner.

This whole question as to the method of examination in this subject deserves, I venture to submit, the consideration of our educational authorities. It may be we have in this very matter one of the chief causes why Vocal Music develops so slowly in the schools of Ireland. Payment by results of individual examination has not succeeded in making our teachers cultivate art for art's sake. Would it not be well, therefore, to seek to make Music loved and cherished in the school for its own sake, and so to deal with it that each teacher will come to regard it, not merely as a source of money making for himself, but rather as a means of bringing pleasure and happiness into the lives of the little ones entrusted to his care?

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Another matter which I would submit for the consideration of our authorities is the desirability of having Singing taught to the children of First Class, and to the Infant Classes of National schools. At present no fees are allowed for the teaching of Music to these children. This would seem to indicate that they were regarded as incapable of benefitting by regular musical instruction. All experience is, however, opposed to this view. School children of all ages love Music, but none more than the very young ones, to whom it is a source of perpetual delight. To have no singing in their school is for them to take from it its chief element of attraction. Nor, to teach such little ones to sing, is it necessary to wait until they shall have learnt to read. With the Tonic Sol-fa system very young children can be got to sing, even from notes, almost as soon as they know their letters. It is indeed surprising what can be done in the Kindergarten and Infants' school by a good teacher using the Tonic Sol-fa method. If only great care be always taken that the little ones voices are tenderly and cautiously dealt with, that their singing is always soft and sweet, and that the compass of their little songs and modulator practice is confined to a very limited range, regular musical instruction cannot begin too early. With a careful teacher in thorough sympathy with young children there is no more delightful nor more successful subject than Vocal Music in the Infants' school.

Singing in
Infant
Classes.

A third matter to which I would invite attention is the desirability of having a uniform programme of Vocal Music in all National schools. At present two systems (different in principle) are in use—namely, Tonic Sol-fa and the Fixed *Do* or Wilhem (Hullah) method. Of these the Tonic Sol-fa system has proved itself to be pre-eminently the better method for school purposes. The Wilhem method proper must be now regarded as altogether out of date, inasmuch as it is no longer to be found in the educational programmes of any country in Europe but our own. For fifty years it was the sole method used in the Irish National schools, and it is hardly too much to say that it left them very little better than it found them. Its best recommendation was that it aimed at teaching to sing from the staff or ordinary notation—a thing, which it certainly is most desirable should be attempted in our schools. But a better and more interesting method of doing this has been found than the long and dreary series of exercises used in the Wilhem-Hullah Manual. Experience here, as elsewhere, has proved that the most certain and speedy way of teaching Sight Singing, even from the staff, is to commence with a simple notation, such as Tonic Sol-faists use. In the Dublin schools alone we have had convincing proofs of this. At the School Singing Competitions of the past seven years we have had, each year, classes of school children taught on the Tonic Sol-fa system sing, in public, sight tests written in the Staff Notation in a manner which to classes

Tonic Sol-fa
and
"Hullah"
methods.

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Dublin.

Music in
small
schools.

Annual
exami-
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Easter
exami-
nation.

Practical
tests in the
Training
Colleges.

taught on the Hullah method would be simply impossible. For these reasons, therefore, I submit that the time has come when the Wilton-Hullah method may disappear from the Board's Programme, and that in its stead Staff Notation shall be taught on Tonic Sol-fa principles, to the higher classes of National schools. Accordingly, I would suggest that starting with the new century there shall be but one programme of Vocal Music for all National schools; that the Tonic Sol-fa Notation be used in all classes up to and including Junior Fifth; that Staff Notation be begun in Junior Fifth, and continued in Senior Fifth and Sixth Classes. In this way we shall provide for the school children of the twentieth century a more complete, satisfactory, and interesting course of study in Vocal Music than was to be found in our schools during all the long years of the century now closing.

There is but one other matter to which I shall refer before quitting this part of my subject. It concerns the teaching of Music in the smaller schools—schools having only a single teacher—of which I believe, the number is considerable, in Ireland. In all such schools I would suggest that Part Singing be no longer required from the upper classes: that Unison Singing be accepted instead; and that Singing by ear be recognised in them in accordance with the suggestions of the Commission on Manual and Practical Instruction. Only so much is asked from schools of this class in England. Such a concession, therefore, can hardly be regarded as either new or unreasonable. If granted, the effect, I am convinced, will be to promote considerably the teaching of Music in very many of these schools.

My work in connection with the Board's Examinations in Music during the past year, was much the same as in previous years. It consisted chiefly, first in the setting, and afterwards in the reading and the marking of the Easter and the July Examination papers; in the holding of the practical examinations in the different Training Colleges; in the examination of the pupils of the Practising Schools, and of certain candidates in Vocal and Instrumental Music in various parts of the country.

Of these examinations the first in point of time, if not of importance, was that held at Easter for monitors, monitresses, and candidates for Training Colleges. At this examination, 1,006 papers were taken in the Theory of Music. Of this number, as many as 855 came from female, and only 151 from male candidates—the small proportion of papers from male candidates again showing in what a low condition Music at present is in the boys' schools of the country. Tonic Sol-fa was taken in 734 instances, Staff in 272, divided as follows:—

	Tonic Sol-fa.	Staff Notation.
Males,	166	43
Females,	626	229
	734	272

The questions set in these papers were all of a very elementary character, and were, on the whole, well answered, especially by the female candidates. Particulars of the answering will be found in the

report which I sent in soon after the examination, and which is attached to this report. In June I held the usual annual examinations in the Training Colleges. The tests given were of the customary character. In all I examined 317 Queen's Scholars in Vocal Music (Tonic Sol-fa). Of these 261 were outgoing students seeking certificates of competency, and fifty-six were Queen's Scholars in their first year, who had selected Music for their classification subject. The following were the numbers examined in each College:—

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in Music.
Dublin.

QUEEN'S SCHOLARS.

—	Males.	—	Females.
Marlborough-street, . .	64	Marlborough-street, . .	54
St. Patrick's, . . .	53	Church of Ireland, . .	46
De La Salle, . . .	36	Our Lady of Mercy, . .	43
Church of Ireland, . .	11		
	164		153

In "Our Lady of Mercy" College, which I first visited, forty-three Queen's Scholars were examined, all for certificates. The material of the class from a musical point of view was not of the best description; but such as it was it had been carefully prepared for my visit. In the Song Pointing and Time Tests the class was, as usual, excellent. Modulator work was generally good; Sight Singing just fair. In the Ear Test there were nine failures at the first attempt.

"Our Lady
of Mercy"
College.

In the Church of Ireland College, fifty-six female Queen's Scholars presented themselves for examination—twenty-nine in column 3 for certificates, and twenty-seven in column 2 for classification. Music continues to hold a prominent place in the studies of this College, and is well looked after. The class material here, musically considered, is of a more equal character than in any of the other Colleges for female students. This is due, no doubt, to the fact that Vocal Music forms an important feature in the entrance examination held by the College authorities. As on previous occasions, the Sight Singing of the Queen's Scholars was particularly good; Modulator work was also good, and much improved. The Time Tests alone were unaccountably weak. Of the twenty-nine candidates for certificates, four failed in the Ear Test; of the twenty-seven examined for classification seven failed in the same requirement.

"Church of
Ireland."

From the male department of this College, eleven Queen's Scholars came up for Certificate Examination, and proved generally well prepared in the different requirements of the Programme. Three failed in the Ear Test.

In Marlborough-street College fifty-two female Queen's Scholars entered for the Certificate Examination, and two for classification. The class here is usually of a very mixed description. Some of the Queen's Scholars are found to be excellent musicians at entrance, while others have never previously learnt to sing a note. On this occasion, I thought the class was, on the whole, fairly well prepared for my examination. Sight Singing and Modulator work were rather weak items. In the Ear Test twenty-one failed to recognise the three consecutive notes played for them.

"Marlborough-
street."

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In Marlborough-street Male Training College I examined sixty-five Queen's Scholars, of whom forty-three were outgoing students seeking certificates, and twenty-two were First-year students taking Music as their classification subject. Amongst the senior men of the First Division this year were a few who had already been teaching Music in their schools before coming up for training. These got through my tests in admirable style. The Second Division students were of a more mixed character, some proving very good, others but middling. The *laeing* or vocalising of the Sight Test was the chief difficulty. Of the sixty-five candidates examined sixteen failed in the Ear Test.

"St.
Patrick's."

In St. Patrick's College fifty-three Queen's Scholars were sent up for examination, all for certificates. They were a fairly average, but by no means brilliant set of men, a few old choir singers among them towering head and shoulders above the rest. The tests generally were creditably gone through. That in Sight Singing was usually sol-faed well, but vocalised—sung to the syllable *lae*—indifferently. There were eighteen failures in the Ear Test.

"De La
Salle."

In De La Salle College thirty Queen's Scholars came forward for certificates, and six for classification. The class, on the whole, was of rather unpromising material. The Song and Time Tests were fairly rendered, but Modulator and Sight Tests proved weak items—the latter particularly so. Of the thirty examined for certificates, thirteen failed in the Ear Test.

The chief weak points in the Singing of the Colleges generally were the Minor Mode Phrases given on the Modulator; the Chromatic note *ta*; Singing with the teeth shut; and especially the *laeing* of the Sight Test. The average standard of performance all round this year was not a very high one. Nor, so far, does there appear to be any general improvement in the musical condition of the students at entrance into training. Until there is we cannot hope to have really efficient teachers of Singing in the schools.

Instru-
mental
Music in the
Colleges.

I held no less than 228 separate examinations in Instrumental Music in the different Colleges. The following are the numbers examined in each College, and the instrument selected:—

	Harmonium.	Piano.	Organ.
FEMALE TRAINING COLLEGES.			
Church of Ireland,	52	14	9
Marlborough Street,	58	2	—
Our Lady of Mercy,	41	11	3
MALE TRAINING COLLEGES.			
St. Patrick's	22	—	—
Marlborough Street,	8	—	—
De la Salle,	7	—	—
Church of Ireland,	1	—	—
Totals,	189	27	12

The proficiency shown at these Instrumental Music examinations was again of a varied kind, ranging from an indifferent performance of some simple hymn tunes to a very creditable rendering of a classical movement by Beethoven, Chopin, or Weber. The average standard attained in the Training College is the ability to play on the harmonium in a fairly creditable manner hymn tunes, easy masses, voluntaries, and the like. Here the female Queen's Scholars usually come off best. One does not often meet with a male Queen's Scholar capable of playing with ease, readiness and fluency. But the skill, such as it is, that is acquired in playing, even by the male students, cannot but prove most useful to them afterwards when engaged in the teaching of Singing to their schools.

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At the July Examinations two classes of paper were set, one for July C¹ candidates, or Queen's Scholars at the end of the first of their two years' training course, and another for B candidates, comprising all Queen's Scholars and acting teachers seeking certificates or classification marks. There were in all 649 papers returned at this examination. Of these seventy-eight came from C¹, and 571 from B candidates. All the C¹ papers, except one, were in Tonic Sol-fa. The B papers were divided among male and female candidates as follows:

B Papers.

	Tonic-Sol-fa.	Staff Notation.
Females,	296	40
Males,	212	23
	508	73

Details of the answering of the papers will be found in the special report (see end of this report) on the examination, which I had the honour to forward in August last. Generally speaking, it was not good, especially in those papers which came from female candidates. This, I think, was due chiefly to the fact that one or two new matters (the minor mode and transition) which were introduced by the Revised Programme some three years ago have not yet been thoroughly taken in and assimilated by candidates in and outside the Training Colleges.

In the Dublin schools the chief musical event of the year was again the public primary schools Singing examination and competition for prizes given by the Municipal Council, which came off at the Ancient Concert Rooms, in July last. Started originally in the year 1893, at the instance of the late Right Hon. Sir Patrick Keenan, this annual display has steadily held its ground year after year, and has now become, I trust, a permanent institution amongst us. In point of numbers, the examination, this year, was the most successful yet held, no less than twenty schools taking part in it. Of these twenty schools, seventeen were schools under the Board, and three were

Dublin
public
school
singing
examination.

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schools conducted by the Christian Brothers. The National schools that appeared at the examination were the following:—

GIRLS' (SMALLER) SCHOOLS.

North Strand.
SS. Michael and John's.
Sisters of Charity, East Wall.
St. John's United, Ffshamblde-street.
St. Lawrence O'Toole's, Seville-place.
Sisters of Charity, Milltown.
St. Peter's, Little Bray.

BOYS' (SMALLER) SCHOOLS.

North Strand.
St. Patrick's, Tyrone street.
St. Mary's Langrish-place.
St. Gabriel's, Aughrim-street.
St. John's, Blackrock.
St. Mary's, Rathmines.
St. Peter's, Bride-street.

GIRLS' (LARGER) SCHOOL.

Sisters of Charity, Gardiner-street.
Sisters of Charity, King's Inns-street.
St. Mary's, Rathmines.

All these schools obtained prizes—Six of them first class prizes of £10 each; all the others second class prizes of £5 each.

There were several features in connection with the performances of the schools on this occasion, on which I should like to dwell, but that I fear I have already exceeded my allotted space. Especially should I have liked to point out how much this annual public display has contributed to improve not merely the children of the choirs taking part in it, but their teachers and trainers as well. Some of these it has quite transformed, and has developed in them a power and skill in teaching which probably nothing else would have brought out, and which is their best recompense for all their enterprise and hard work.

I am, Gentlemen,

Your obedient servant,

P. GOODMAN.

The Secretaries,
Office of National Education,
Marlborough-street.

Appendix to Mr. GOODMAN'S General Report.

Report on the answering in Music at Easter and July Examinations, 1899.

Report on
Musical
Instruction.
—
Mr. P.
Goodman,
Inspector
in Music.
Dublin.
—

Dublin, Aug. 3rd, 1899.

GENTLEMEN,—Herewith I beg to submit a brief report on the answering of the papers set in Music at the recent Easter and July Examinations.

The papers given at the Easter Examination were for monitors, monitresses, and candidates for Training Colleges, and were based upon the requirements of col. 1 of the Board's Programme. Those given at the July Examinations were for all Queen's Scholars and acting teachers seeking certificates of competency in Music, and also for such Queen's Scholars and other candidates as had selected Music for their optional extra subject for classification. The number of papers in Music returned at the Easter Examination was 1,006, and at the July Examination 649, making in all a grand total of 1,655 papers in Music for the examinations of 1899.

Easter Examination.

Of the 1,006 papers returned at the Easter Examination, as many as 855 came from monitresses and female candidates, while only 151 came from male candidates. The numbers taking each class of paper were:—

	Tonic Sol-fa.	Staff Notation.
Males,	108	43
Females,	626	229
	734	272

The questions set were all of an elementary character, and were answered, on the whole, very creditably, especially by the female candidates, whose papers generally showed a good knowledge of the subject. With such questions it should be difficult to fail in obtaining the minimum classification marks at least. Nine males, however, and fifteen females proved unable to do this—scoring under five marks, or 20 per cent. of the whole. Full marks were gained by thirteen male, and by eighty-five female candidates. All the questions were taken, Nos. 6, 7, and 10 perhaps less frequently than the others.

July Examinations.

At the examination in July two classes of papers were set, one for C¹ candidates or Queen's Scholars at the end of the first year of their two years' training course, and another for B candidates, comprising all Queen's Scholars and acting teachers seeking certificates in Music, or who had selected Music as their optional extra subject.

There were in all 649 papers returned at this examination. Of these seventy-eight came from C¹ students, the remaining 571 coming exclusively from B candidates.

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Dublin.
C¹ Papers.

C¹ Papers.—Of the seventy-eight C¹ papers, all but one were in Tonic Sol-fa, forty-two coming from male, and thirty-five from female candidates. The solitary C¹ paper in Staff Notation was written by a female Queen's Scholar. The answering of the C¹ papers was generally very good. All the questions were taken, and the subject-matter seemed to be well known to the students.

B Papers.—The 571 papers returned by B candidates were distributed as follows:—

	Males.	Females.
Staff Notation,	23	40
Tonic Sol-fa,	212	296
	<hr/> 235	<hr/> 336

B Papers.

Answering
generally
poor.

The answering of the B papers, both in Tonic Sol-fa and in Staff Notation was, on the whole, but poor. Full marks were obtained in only four instances, twice by male, and twice by female candidates in the Tonic Sol-fa paper. In the same Tonic Sol-fa paper fourteen males and nineteen females failed to score five marks, while as many as forty-nine male and eighty female candidates failed to obtain ten marks, or 40 per cent. of the whole. Seeing that to answer fully only two of the questions given was sufficient to obtain this 40 per cent., their failure is all the more remarkable. The answering generally of the female candidates was particularly weak. The paper cannot be said to have been a very difficult one, and was entirely within the limits of the requirements in col. 3 of the Revised Programme. But it did not give much chance to mere rote or memory work—in which our candidates mainly excel. The questions were mostly exercises in the subject-matter of the text-book. With a little thought there was not a single one of them which should have given trouble to any candidate even fairly prepared. But either the thought was not given, or the candidates were not really well prepared, for the answering all round can only be described as poor. In only comparatively few instances was it such as it ought to have been. All the questions were taken, Nos. 3, 4, 5 and 7 less frequently than the rest.

I am, Gentlemen,

Your obedient servant,

P. GOODMAN.

The Secretaries,

Office of National Education,

Marlborough-street.

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1900

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1900.

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APPENDIX TO THE SIXTY-SIXTH REPORT OF THE COMMISSIONERS OF NATIONAL EDUCATION.

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SECTION II.

APPENDIX A.—INSPECTORS.

INSPECTORS OF IRISH NATIONAL SCHOOLS.

NATIONAL SCHOOL DISTRICTS AND INSPECTORS IN CHARGE ON 1ST MARCH, 1900.

HEAD INSPECTORS.

Name.	Centres.	District in Charge.	Districts in Charge as Head Inspector.
Sullivan, M., LL.B.,	Dublin (Belclare, Temple Gardens, Rathmines).	30a	18, 25, 26, 30, 33, 35, 37, 41, 50, and 3 Training Colleges.
Stronge, S. E., M.A.,	Dundrum, Dublin.	40a	29, 40, 43, 44, 46, 47, 49, 51, 53, and 2 Training Colleges.
Hardley, F.,	Londonderry.	2a	1, 2, 8, 5, 6, 7, 13, 14, 15, 31.
Alexander, T. J., LL.D.,	Cork.	60a	33, 48, 52, 54, 55, 56, 57, 59, 65, 60.
Moran, J., LL.D.,	Belfast.	5a	4, 8, 3a, 9, 10, 11, 16, 17, 18, 23, 24.
Dewar, E. P., M.A.,	Galway.	34a	12, 20, 21, 22, 26, 27, 32, 34, 35, 42, 45.

DISTRICT INSPECTORS.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
1	Letterkenny.	Bannan, E. T., B.A.	10	Newtownards, Belfast, Belfast (pro tem).	M'Elwaine, A. J., M.A.
2	Londonderry.	Brown, W. J., M.A.			
3	Colebrook.	Cox, H.	11	Lurgan.	Hughes, R. W., M.A.
4	Ballymena.	Wyse, A. N. Bonaparte, M.A.	12	Sligo.	Warner, J. M'K., B.A.
5	Donegal.	Mahon, J. S., M.A.	13	Enniskillen.	Bateman, G., LL.D.
6	Strabane.	Chambers, J., B.A.	14	Omagh.	McNeill, J., B.A.
7	Magherafelt, Castleblaney, (pro tem.)	Semple, J., B.A.	15	Dungannon.	Connell, W. R., B.A.
			16	Armagh.	Murphy, J. J.
8	Belfast, North.	O'Connor, T. P., B.A.	17	Downpatrick.	Kelly, P. J.
8a	Carrickfergus.	Ross, J., M.A.	18	Monaghan.	Keenan, M., B.A.
9	Belfast, South.	Pellow, Wm., B.A.	19	Newry.	Bentley, H. M., LL.D.

Appendix
Section II.
A.
List of
Inspectors
of National
Schools.

Appendix.

Section II,
A.
List of
Inspectors
of National
Schools.

DISTRICT INSPECTORS—continued.

No. of District.	Official Centres.	Inspectors in Charge.	No. of District.	Official Centres.	Inspectors in Charge.
20	Ballina, . .	MacMillan, W., Jr., B.A.	41	Pearlalingham, .	Nicholls, W.
21	Ballinghadereen,	McGlade, P.	42	Gort, . .	Tibbs, J. H., B.A.
22	Boyle, . .	Young, E., M.A.	43	Templemore,	Lyman, J. P. D., M.A.
23	Cavan, .	Coyne, J. A., B.A.	44	Athy, . .	Hogan, J. F.
24	Ballieborough, .	McMahon, J.	45	Ennis, . .	McEary, D.T., M.A.
25	Dundalk, .	Steele, J., LL.D.	46	Tippinay, .	Morgan, A. P., B.A.
26	Westport, .	Keith, J. B.A.	47	Kilkenny, .	McClintock, W. J., M.A.
27	Roscommon, .	Fitzgerald, D. P. B.A.	48	Youghal, .	Craig, Isaac, B.A.
28	Longford, .	O'Connell, J.A., M.A.	49	Waterford, .	Skellington, J. B., LL.D.
29	Trin, . .	Dickie, J., B.A.	50	Kinnscorthy, .	McAlister, J., B.A.
30	Dublin, North, .	Headen, W. P., B.A.	51	Limerick, .	Dalton, J. P., M.A.
31	Ballinamore, .	Duffy, E.	52	Rathkeale, .	Fitzpatrick, P.
32	Tuen, . .	O'Reilly, L.	53	Clonmel, .	O'Riordan, J., B.A.
33	Mullingar, .	Rogers, J. C., B.A.	54	Triloe, . .	Welpy, W. H., B.A.
34	Galway, . .	Lehane, D., B.A.	55	Millstreet, .	Fitzgerald, P. J.
35	Ballinasloe, .	Worley, H., M.A.	56	Mallow, . .	Daly, L., M.A.
36	Parsonstown, .	Cremie, E. S., B.A.	57	Killarney, .	Cusker, J. S., B.A.
37	Dublin, No. 2, .	Hynes, J. J., M.A.	58	Bantry, . .	Bradshaw, J. M., B.A.
38	Listowel, . .	Newell, P., B.A.	59	Dummanway, .	Yates, J.
40	Dublin, South, .	Brown, W. A., B.A.	60	Cock, . .	Smith, C.

Inspectors to whom Districts are not assigned.	Inspectors' Assistants.	Station.
MacMillan, W., Senr. Codrington, A. J. Shannon, C. F., B.A. Rowan, W. H., M.A.	Robertson, William, . . . Clements, William T., . . . O'Sullivan, Michael, . . . Bartley, William, B.A., . . . Bartley, Charles, . . . Smith, John, B.A., . . . Martin, Thomas, . . . Stokes, I. J., . . . Hennes, P. J., . . . Little, R. J., . . . Kyle, W., . . . Lavelle, F. B., . . .	Belfast. Belfast. Dublin. Cock. Londonderry. Sligo. Triloe. Dublin. Clonmel. Belfast. Mallow. Tuen.
Undergoing Training for Inspectorships:— Glester, A. B., B.A. Morgan, D., B.A.		

AGRICULTURAL SUPERINTENDENT,

Thomas Carroll, M.B.E.

APPENDIX B.—STAFFS AND STATISTICS OF PROFICIENCY AT THE TRAINING COLLEGES.

STAFFS AND STATISTICS OF PROFICIENCY at the TRAINING COLLEGES for TEACHERS.

Appendix.
Section II.
B.
Training
Colleges

MARLBOROUGH-STREET TRAINING COLLEGE.

(For Male and Female Teachers).

Managers.—The Commissioners of National Education.

STAFF IN SESSION 1898-9.

<i>Principal, Male Department,</i>	J. J. Doherty, Esq., LL.D., T.C.D.
<i>Principal, Female Department,</i>	Thomas H. Toogan, Esq.
<i>Vice-Principal, Male Department,</i>	Matthew C. McClelland, Esq., B.A.
<i>Vice-Principal, Female Department,</i>	Miss Johnston.
<i>Lady Superintendent (Glasnevin Branch),</i>	Miss Emeline Cantillon, M.A.
<i>Chaplains,</i>	(B.C.) Rev. J. H. McMahon, LL.D.; (Pres.) Rev. J. D. Osborne, M.A., B.U.I.; (Meth.) Rev. G. Walter Bradley.

PROFESSORS.

<i>Science and Art of Education, and Gram- matical Analysis.</i>	J. J. Doherty, Esq., LL.D., T.C.D.
<i>Arithmetic, Algebra, Book-keeping,</i>	T. H. Toogan, Esq.
<i>English Literature, English Composition, and English Grammar.</i>	G. Peyton, Esq., LL.B., B.U.I.
<i>Geometry, Trigonometry, Geography, History,</i>	W. J. Dilworth, Esq., M.A., T.C.D.

SUPPLEMENTAL.

<i>Classics,</i>	Robert F. Crooke, Esq.
<i>Reading,</i>	James Edgar, Esq., and Miss Mary O'Hea.
<i>Drawing,</i>	J. P. Moran, Esq., Miss Harpur.
<i>Handicraft,</i>	Mr. J. Johnston.
<i>Needlework,</i>	Miss Kearney.
<i>Domestic Economy and Hygiene,</i>	J. J. Doherty, Esq., LL.D.
<i>Vocal Music,</i>	Brendan Rogers, Esq., and Miss McKenna.
<i>Instrumental Music.—Piano and Harmonium,</i>	Miss Gordon, Miss Barry, and R. J. Leahy, Esq.
<i>Practical Cookery,</i>	Miss M'Mordie.
<i>Assistant to Vice-Principal (Male Branch),</i>	Mr. E. Doyle.
<i>Training Assistants, Male Department,</i>	Messrs. Matthew Reilly, George H. Jordan, and James C. Beatty.
<i>Training Assistants, Female Department,</i>	Miss Margaret Morrow; Miss O'Mahony to Nov., 1898; Miss Colgan, from Nov., 1898; Miss Charlotte Neill, to Oct., 1898; Miss Isabella McKilvey, from Oct., 1898; and Miss Robertson.
<i>Matron, Male Department,</i>	Miss Devine
<i>Matron, Female Department,</i>	Miss M'Carthy.
<i>Assistant Matron, do.,</i>	Miss M'Mordie.
<i>Medical Attendant,</i>	J. Dallas Pratt, Esq., M.D., F.R.C.S.E.
<i>Hall Porter and Attendant on Lecturer in Physical Science.</i>	Mr. John Flynn.

Appendix.
Section II.
B.
Training
Colleges

ST. PATRICK'S TRAINING COLLEGE, DRUMCONDRA.
(For Male Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D.,
Archbishop of Dublin.

STAFF IN SESSION, 1898-9.

<i>Principal</i> ,	Very Rev. Peter Byrne, C.M.
<i>Vice-Principal</i> ,	Rev. G. Campbell, C.M.
<i>Chaplain and Dean</i> ,	Rev. E. Comerford, C.M.
<i>Secretary to the Principal</i> ,	Rev. G. O'Sullivan, C.M.

PROFESSORS.

<i>Mathematics, Mechanics</i> ,	Henry McWeeney, Esq., A.B., F.R.S.L., and J. J. Browne, Esq.
<i>English Language and Literature, Grammar, Geography, General His- tory, Latin</i> ,	J. W. Bacon, Esq., B.A., B.U.L.
<i>Methods of Teaching, School Organiza- tion, History of Education, Arithme- tic, Book-keeping, Measurement</i> ,	Stephen FitzPatrick, Esq., First of First Class Teacher.

SUPPLEMENTAL.

<i>Experimental Physics</i> ,	Very Rev. Gerald Canon Molloy, D.D., F.R.S.L.; Henry McWeeney, Esq., B.A., F.R.S.L., Assistant Professor.
<i>Agriculture</i> ,	Edward Carroll, Esq.
<i>Music</i> ,	Joseph Seymour, Esq., M.A., and T. Logier, Esq.
<i>French</i> ,	Mons. Cadic de la Champignonnerie.
<i>Drawing</i> ,	P. B. Foy, Esq.
<i>Reading</i> ,	M'Hardy Flint, Esq.
<i>Irish</i> ,	John McNeill, Esq.
<i>Medical Attendant</i> ,	Charles Coppinger, Esq., M.B., F.R.C.S.L., F.R.S.L., M.R.C.C.P.S.

OUR LADY OF MERCY TRAINING COLLEGE, BAGGOT-STREET.
(For Female Teachers).

Manager.—His Grace The Most Rev. W. J. WALSH, D.D.,
Archbishop of Dublin.

STAFF IN SESSION, 1898-9.

<i>Principal</i> ,	Mrs. Bourke.
<i>Vice-Principal</i> ,	Mrs. M. G. Whelan.
<i>Chaplain</i> ,	One of the Clergymen attached to St. Andrew's, Westland Row.

PROFESSORS.

<i>English Literature and Hygiene</i> ,	William Magennis, Esq., M.A., B.L., F.R.S.L.
<i>Mathematics and Physics</i> ,	P. Dowling, Esq., B.A.
<i>Geography, and General History</i> ,	Miss Mary Daly, Certificated First Class Teacher.
<i>Methods of Teaching, School Organi- zation, History of Education, and Grammar</i> ,	Miss Anne Phelan, Certificated First of First Class Teacher.

SUPPLEMENTAL.

<i>Physics</i> ,	Very Rev. Gerald Canon Molloy, D.D., F.R.U.I.; P. Dowling, Esq., B.A., <i>locum tenens</i> .	<i>Appendix.</i> Section II, B.
<i>French</i> ,	Mrs. M'Nevin, Convent National Schools, Baggot-street	Training Colleges.
<i>Instrumental Music</i> ,	Mrs. Hennessy, do.	
<i>Vocal Music—Tonic Sol-fa</i> ,	Mrs. Mulhern, do.	
<i>Instrumental Music (Organ)</i> ,	Mrs. Mulhern, do.	
<i>Instrumental Music (Piano)</i> ,	Mrs. M'Nevin, do.	
<i>Needlework, Sewing Machine, &c.</i> ,	Mrs. Molunby, do.	
<i>Drawing</i> ,	Mrs. Kennedy, do.	
<i>Practical Cookery and Kindergarten</i> ,	Miss Connolly, Certificated South Kensington.	
<i>Reading</i> ,	M'Hardy Flint, Esq.	
<i>Matron</i> ,	Mrs. Kavanagh.	
<i>Medical Attendant</i> ,	Sir Christopher J. F. Nixon, J.P., M.D., LL.D., F.R.C.S.P.	

CHURCH OF IRELAND TRAINING COLLEGE, KILDARE-PLACE.

(For Male and Female Teachers).

Manager.—His Grace The Most Rev. J. F. PEACOCKE, D.D., Archbishop of Dublin.

STAFF IN SESSION, 1898-9.

<i>Principal</i> ,	Rev. H. Kingsmill Moore, D.D., Ball Coll., Oxon.
<i>Lady Superintendent</i> ,	Miss Lloyd Evans.
<i>Chaplain</i> ,	Rev. H. Kingsmill Moore, D.D., &c.
<i>Assistant, Female Department</i> ,	Miss Smith.

PROFESSORS.

<i>Mathematical and Physical Sciences</i> ,	James C. Rea, Esq., B.A., B.U.I., Math. Sch. Queen's Coll., Belfast.
<i>English Language and Literature</i> ,	Laurence E. Steele, Esq., M.A., T.C.D., B.L.
<i>History, and French</i> ,	John Cooke, Esq., M.A., T.C.D.
<i>General History, Geography, Grammar</i> ,	
<i>and Drawing</i> ,	
<i>Methods of Teaching, School Organi-</i> <i>zation, History of Education,</i> } <i>and Book-keeping</i> ,	Jeremiah Henley, Esq., First of First Class Teacher.

SUPPLEMENTAL.

<i>Vocal Music, &c.</i> ,	Miss Smith.
<i>Instrumental Music</i> ,	Charles Grandison, Esq.
	Mrs. Blake.
<i>Reading, &c.</i> ,	Miss Tomkins.
<i>Handicraft</i> ,	Mr. A. Gore.
<i>Needlework</i> ,	Miss H. Heron.
<i>Practical Cookery</i> ,	Miss Todd, Certificated by Northern Union School of Cookery, England.
<i>Matron, Male Department</i> ,	Mrs. Henly.
<i>Matron, Female Department</i> ,	Miss Winter.
<i>Assistant Secretary and Accountant</i> ,	Mr. F. M. Sallens.
<i>Medical Attendant and Lecturer on</i> <i>Higiene</i> ,	Henry T. Bewley, Esq., M.D., T.C.D., M.S., &c.

Appendix.
Section II.
B.
Training
Colleges.

DE LA SALLE TRAINING COLLEGE, NEWTOWN HOUSE, WATERFORD.

(For Male Teachers).

Manager, The Most Reverend R. A. SHEEHAN, D.D.,
Bishop of Waterford and Lismore.

STAFF IN SESSION, 1898-9.

Principal,	.	.	.	Rev. Brother Thomas R. Kane, M.A., B.E., R.U.I.
Vice-Principal,	.	.	.	Rev. Brother Ignatius P. Flood.
Chaplain,	.	.	.	Rev. James Mockler.

PROFESSORS.

Method of Teaching, School Organi- zation, History of Education,	Hugh Kerr, Esq., B.A., R.U.I.
English Literature, Grammar, History, Geography, Spelling, and Book- keeping.	Rev. Brother Catus G. Hammer, B.A., N.Y.*
Arithmetic, Geometry, Mensuration, Algebra, and Trigonometry.	James Ahern, Esq., B.A., R.U.I.
Natural and Physical Science,	Rev. Brother Timothy Martyr.

SUPPLEMENTAL

Latin,	.	.	.	Rev. James Mockler.
Algebra, Geometry, Mensuration, Trigonometry and Arithmetic,	.	.	.	Rev. Brother Connor†
Reading, &c.,	.	.	.	M ^{rs} Hardy Flint, Esq.†
Agriculture,	.	.	.	Rev. Brother Ananias J. O'Brien
Music (Vocal and Instrumental),	.	.	.	Percy J. Rogers, Esq.
Drawing,	.	.	.	Samuel J. Murphy, Esq.
Prefect of Discipline,	.	.	.	Rev. Bro. Dorotheus P. Montgomery.
Assistant Prefect,	.	.	.	Rev. Brother Marcian J. Cullen
Medical Attendant,	.	.	.	J. J. O'Sullivan, Esq., M.D.
Drill Instructor,	.	.	.	Sergeant-Major Hibbert.

* Absent (ill health). Rev. Brother Marcian J. Cullen acted as substitute.
† Absent during Session.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1898 and 1899 of the QUEEN'S SCHOLARS in the
TRAINING COLLEGES under the COMMISSIONERS of NATIONAL EDUCATION.

"MARLBOROUGH STREET TRAINING COLLEGE."—JULY EXAMINATIONS, 1898.

	A ¹ Papers— Old Programme.		B Papers— New Programme.		C ¹ Papers— New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined.	7	.	54	71	57	77	118	148
Answered 90 per cent. or over,
" 80 but under 90 per cent.,	.	.	.	3	.	.	.	3
" 70 " " 80 " "	4	.	10	27	8	3	28	30
" 60 " " 70 " "	1	.	20	30	22	31	49	64
" 50 " " 60 " "	1	.	10	9	15	26	26	46
" under 50 per cent.,	1	.	2	2	12	4	15	6
Total.	7	.	54	71	57	77	118	148

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Appendix.
Section II.
B.
Training
Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1898 and 1899—*continued.*

"MARLBOROUGH STREET TRAINING COLLEGE"—JULY EXAMINATIONS, 1899.

	A & B Papers— Old Programme.		B Papers— New Programme.		C Papers— New Programme.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined.	.	.	72	96	57	79	129	174
Answered 90 per cent. or over	4	4	4	4
" 80 but under 90 per cent.,	18	20	38	38
" 70 " " 80	.	.	15	6	24	41	55	59
" 60 " " 70	.	.	31	48	8	4	33	45
" 50 " " 60	.	.	15	41	3	.	14	.
" under 50 per cent.,	.	.	11	.	.	.	.	.
Total.	.	.	72	96	57	79	129	174

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of
1898 and 1899—continued.

"ST. PATRICK'S" TRAINING COLLEGE—JULY
EXAMINATIONS, 1898.

Appendix.
Section II.,
B.
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Colleges.

	A ² Papers. Old Pro- gramme.	B Papers. New Pro- gramme.	C ³ Papers. New Pro- gramme.	Total.
	Men.	Men.	Men.	Men.
Number of Students examined, . . .	4	99	61	164
Answered 90 per cent. or over, . . .	.	.	.	.
" 80 but under 90 per cent., . . .	.	7	2	9
" 70 " " 80 " " . . .	1	34	13	53
" 60 " " 70 " " . . .	1	43	20	73
" 50 " " 60 " " . . .	1	13	12	26
" under 50 per cent., . . .	1	2	.	3
Total,	4	99	61	164

"ST. PATRICK'S" TRAINING COLLEGE—JULY
EXAMINATIONS, 1899.

	B Papers. New Pro- gramme.	C ¹ Papers. New Pro- gramme.	Total.
	Men.	Men.	Men.
Number of Students examined, . . .	100	61	161
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	2	1	3
" 70 " " 80 " " . . .	16	20	36
" 60 " " 70 " " . . .	50	27	77
" 50 " " 60 " " . . .	26	11	37
" under 50 per cent., . . .	6	2	8
Total,	100	61	161

Appendix.
Section II.,
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Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of
1898 and 1899—continued.

"OUR LADY OF MERCY" TRAINING COLLEGE—
JULY EXAMINATIONS, 1898.

	B Papers. New Pro- gramme.	C ¹ Papers. New Pro- gramme.	Total.
	Women.	Women.	Women.
Number of Students examined, . . .	94	53	147
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	.	.	.
" 70 " " 80 " . . .	16	11	27
" 60 " " 70 " . . .	50	30	80
" 50 " " 60 " . . .	27	16	43
" under 50 per cent., . . .	1	1	2
Total,	94	53	147

"OUR LADY OF MERCY" TRAINING COLLEGE—
JULY EXAMINATIONS, 1899.

	B Papers. New Pro- gramme.	C ¹ Papers. New Pro- gramme.	Total.
	Women.	Women.	Women.
Number of Students examined, . . .	94	61	155
Answered 90 per cent. or over, . . .	.	.	.
" 80 but under 90 per cent., . . .	.	3	3
" 70 " " 80 " . . .	22	28	50
" 60 " " 70 " . . .	50	20	70
" 50 " " 60 " . . .	21	.	21
" under 50 per cent.	1	.	1
Total,	94	61	155

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1898 and 1899—continued.

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1898.

	B Papers. New Programme.		C ¹ Papers. New Programme.		Total.
	Men.	Women.	Men.	Women.	
Number of Students examined.	24	39	16	36	75
Answered 90 per cent. or over.	2	1			1
" 80 but under 90 per cent.	10	9	2	2	11
" 70 " " 80 "	6	23	9	18	41
" 60 " " 70 "	6	6	5	16	22
" 50 " " 60 "					
" under 50 per cent.					
Total.	24	39	16	36	75

Appendix,
Section II.
B.
Training
Colleges.

Appendix.
Section II.,
B.
Training
Colleges.

ANALYSIS of the ANSWERING at the JULY EXAMINATIONS of 1898 and 1899—continued.

"CHURCH OF IRELAND" TRAINING COLLEGE.—JULY EXAMINATIONS, 1899.

	B Papers. New Programmes.		C Papers. New Programmes.		Total.	
	Men.	Women.	Men.	Women.	Men.	Women.
Number of Students examined,	20	36	22	36	42	72
Answered 50 per cent. or over, . . . . .	.	.	.	.	.	.
" 60 but under 90 per cent., . . . . .	.	.	.	.	.	.
" 70 " " 80 "	2	8	6	12	8	20
" 80 " " 90 "	7	17	9	19	16	36
" 50 " " 60 "	7	11	7	5	14	16
" under 50 per cent.,	4	.	.	.	4	.
Total,	30	36	32	36	42	72

Appendix.
Section II.,
B.
Training
Colleges.

QUEEN'S SCHOLARS in the undermentioned Training Colleges were Examined at the July Examinations, 1899, in the different Subjects set forth in the following Table:—

SUBJECT.	"MARLBOROUGH STREET," 120 Male and 164 Female Queen's Scholars in Residence.				"ST. PATRICK'S," 144 Queen's Scholars in Residence.				"OUR LADY OF MERCY," 166 Queen's Scholars in Residence.				"CHURCH OF ENGLAND," 44 Male and 71 Female Queen's Scholars in Residence.				"DE LA SALLE," 190 Queen's Scholars in Residence.			
	No. ex- amined.	No. Passed.	Per- centage.		No. ex- amined.	No. Passed.	Per- centage.		No. ex- amined.	No. Passed.	Per- centage.		No. ex- amined.	No. Passed.	Per- centage.		No. ex- amined.	No. Passed.	Per- centage.	
Cookery,	M. 145	F. 141	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Domestic Economy and Hygiene	M. 67	F. 21	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46	M. 46	F. 46
Drawing,	M. 72	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84	M. 84	F. 84
French,	M. 2	F. 1	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Irish,	M. 1	F. 1	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Kindergarten,	M. 82	F. 78	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91	M. 91	F. 91
Latin,	M. 1	F. 1	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Manual Training,	M. 86	F. 86	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Musical:—																				
Singing (Staff Notation),	M. 2	F. 2	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
" (Tonic Sol-Fa),	M. 40	F. 24	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87
Harmonium,	M. 8	F. 7	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87	M. 87	F. 87
Organ,	M. 1	F. 1	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100
Piano,	M. 2	F. 2	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100	M. 100	F. 100

APPENDIX C.—SCHOOLS IN OPERATION—BUILDING GRANTS—
SUSPENDED SCHOOLS, &c.

L.—LIST of THIRTY NON-VESTED SCHOOLS taken into connexion during the
Twelve Months ended 30th September, 1899.

County.	District.	Ref. No.	School.	Parish.	Manager.	Religious Association.
Antrim, . .	8	15264	Woodvale, . . .	Shankill, . .	Rev. W. Maguire, . .	Meth.
"	-	15265	Skégonell, . . inf.	Do., . . .	Rev. H. O'Hara, . .	E.C.
"	4	15289	Omeithane, . . .	Dunaghy, . .	Rev. E. O'Kane, S.F., .	R.C.
"	8A	15290	Laurivale, . . .	Glenavy, . .	Rev. J. H. Mervyn, . .	E.C.
"	8	15319	Wolfhill, . . m.	Shankill, . .	Rev. D. M'Donnell, S.F.,	R.C.
Down, . . .	1	15283	Lattermacward (Robertson), . .	Lattermacward, . .	Rev. C. A. O'Clery, . .	E.C.
"	-	15292	Ray,	Raymonstereloney, . .	Rev. Thomas Sutcliffe, . .	E.C.
Fermanagh, .	13	15233	Drumiskill, . . .	Killesher, . .	Rev. W. Knox, . . .	E.C.
"	-	15235	Lisnakea, tempy.	Aghalureher, . .	Rev. J. Carson, . . .	Meth.
Lancashire, .	7	15236	Tingroill, . . .	Maghera, . . .	Rt. Rev. Mons. M'Gurk, R.F.	R.C.
Tyrone, . . .	14	15238	Kilakeery, . . parl.	Kilakeery, . . .	Rev. W. E. Fleming, M.A.,	E.C.
Kerry, . . .	54	15332	St. Joseph's Convent, inf.	Trillick, . . .	Mrs. M. Counihan, . .	R.C.
Limerick, . .	51	15320	Denmark-street, inf.	St. Michael's, . .	Rev. M. O'Donnell, Adm.,	R.C.
Tipperary, .	53	15266	Canick-on-Suir, . .	Canick-on-Suir, . .	Rev. J. Canon Ball, . .	E.C.
"	43	15330	St. John's, . . .	Clonealty, . . .	Rev. W. Pike, A.M., . .	E.C.
Dublin, . . .	60A	15284	Taney,	Taney, . . .	Rev. Canon Robinson, . .	E.C.
"	39	15287	Balbriggan, . . inf.	Balrothery, . .	Rev. S. P. Warren, . .	E.C.
"	-	15315	Do, . . m.	Do., . . .	Do., . . .	E.C.
"	-	15329	St. Vincent's Convt., jun.	St. Thomas, . .	Mrs. A. Barrsod, . . .	R.C.

Appendix.
Section II.
C.

Schools
aided.

I.—LIST of THIRTY NON-VESTED SCHOOLS taken into connexion during the Twelve Months ended 30th September, 1899—continued.

County.	Dis- trict.	Roll No.	School.	Parish.	Manager.	
Kildare, . .	44	15265	Fontstown, . .	Fontstown, . .	Rev. R. S. Chaplin, .	E.C.
King's, . .	36	15361	Castle Bernard, .	Kinokty, . .	Rev. P. S. Irwin, .	E.C.
Louth, . .	25	15385	Blackbrook, . m.	Haggardstown, .	Very Rev. T. Cram McCrystal, F.P., .	E.C. R.C.
" . .	-	15206	Do., . f.	Do., . .	Do., . .	R.C.
Westmeath, .	53	15134	Wilson's Hospital, .	Lacken, . .	Rev. H. W. White, B.A., LL.D.	E.C.
Wexford, . .	50	15237	Kilpatrick, . .	Kilpatrick, . .	Rev. Canon Barnett, .	E.C.
" . .	-	15282	Old Ross, . .	Old Ross, . .	Rev. W. Gibson, B.A., .	E.C.
" . .	-	15323	Tinnahore, . .	Managor, . .	Rev. J. Ryan, F.P., .	R.C.
" . .	49	15360	St. Aloysius Monsty.	St. James and Dunbrody.	Very Rev. T. Cram Doyle, F.P.	R.C.
Wicklow, . .	40	15332	Three Mile Water, .	Danganstown, .	Rev. J. Walsh, M.A., .	E.C.
" . .	-	15339	Shillelagh, . .	Shillelagh, . .	Rev. J. Moore, M.A., .	E.C.

II.—LIST of FOUR STRUCK-OFF SCHOOLS restored to Roll during Year to 30th September, 1899.

Struck off
Schools
restored.

County.	Dis- trict.	Roll No.	School.	Parish.
Donegal, . .	6	10228	Maughlas, . .	Doughmore.
Dublin, . .	30	7275	Grange, . .	Holmpatrick.
Wicklow, . .	40	5398	Newtownmounkenedy, m.	Newcastle.
Sligo, . .	20	6356	Crocketstown, . .	Kilross.

III.—LAST OF EIGHTY-THREE NON-VESTED SCHOOLS struck off the ROLLS during the Twelve Months ended 30th Sept., 1899.

Appendix
Section II,
C.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.	Schools struck off Roll.
Ulster,	9	12708	Ormona-road,	Shankill,	Superseded by 15016.	
"	"	12709	" inf.	"	" 15232.	
"	4	4689	Carlinist,	Rathkila,	" 14985.	
"	9	9146	Welsh-street,	Shankill,	Closed by Manager.	
"	4	6136	Ballymullen,	Daneane,	Inoperative.	
"	8	10072	Grainin-road, m.	Shankill,	Superseded by 14892.	
"	"	10346	" f.	"	" 14893.	
"	5	5694	Tanduff,	Dansverrick,	Average insufficient.	
"	9	14943	Dammarry (2),	Drumbeg,	Superseded by 15187.	
Down,	2	8475	Robertson's,	Raphoe,	" 14841.	
"	1	9834	Letterkenney, i.	Conwall,	" 15017.	
"	5	1532	Leghewney,	Donagall,	Average insufficient.	
"	"	10257	Letterkenney,	Templecarn,	"	
Down,	10	2817	Killoaghy,	Donaghadee,	Superseded by 15136.	
"	9	15096	St. Michael's,	Drumbo,	Inoperative.	
Down,	31	4398	Garvery,	Kinawley and Tomregan,	Superseded by 15037.	
Londonderry,	7	3396	Ballyghy,	Ballyscollia,	" 14974.	
"	"	15023	Derryconny,	Derryconny,	" 14832.	
"	24	7336	Faughanvale (2),	Killineigh,	Average insufficient.	
"	"	"	"	"	"	
Monaghan,	24	4901	Meykierna, m.	Magheracloone,	Superseded by 14996.	
"	"	7643	" f.	"	" 14897.	
"	"	8311	Derryconny,	Aughnasallen,	Average insufficient.	
Fyness,	14	8191	Mountfield,	Cappagh,	Superseded by 14950.	
"	"	9575	Cashel,	Lower Badensy,	" 14933.	
"	15	2786	Chavan,	Killyman,	" 15186.	
Clare,	45	11951	Gortglass,	Kildysart,	" 14686.	
"	"	7294	Lack,	Kilcknat,	" 14196.	
"	42	7154	Ballyconney, f.	Killalea,	Amalgamated with 7236.	
"	"	5323	Killalea Convent,	"	Superseded by 15162.	
"	"	3304	Rathbane, m.	Kilmoon,	" 15047.	
"	"	4292	" f.	"	" 15048.	
"	45	3351	Barefield, m.	Kilraghtlea,	" 14830.	
"	"	3372	" f.	"	" 14831.	
"	62	4561	Mountainview,	Feakle,	Not required in locality.	
Co. Wick,	40	13338	Castlemartyr (2),	Ballyvaughan,	Inoperative.	
"	56	5900	Blarney Village,	Garryclojone,	Superseded by 15010.	
"	"	7026	" m.	"	"	
"	"	2160	" f.	"	" 15011.	
"	55	2160	Renahore,	Kilnamartyra,	" 14993.	
"	6th	7241	Ringaskiddy, f.	Barnabely,	" 14711.	
"	"	4892	" m.	"	" 14710.	
"	48	5173	Ballinistota,	Ballyvaughan,	" 15165.	
"	60	14263	Abbeymahon,	Abbeymahon,	Inoperative.	
Wick,	54	10561	Ardfert (2),	Ardfert,	Ceased to be a National School.	
"	57	13016	Kilroig, Tempy,	Price,	Superseded by 14998.	
"	52	13716	Ballingarry Con.	Ballingarry,	" 14555.	

Appendix.
Section II.
C.Schools
struck off
Roll.III.—LIST OF EIGHTY-THREE NON-VESTED SCHOOLS struck off the
ROLL, &c.—continued.

County.	District.	Roll No.	School.	Parish.	Reason for striking School off Roll.
Tipperrary, .	46	7721	Gortavohar, .	Clanbeg, .	School-house and Teacher unsuitable.
"	"	5902	Newtown, .	"	Teacher inefficient.
"	52	3019	Burncourt, m.	Shamraghan, .	Amalgamated with 3020.
Waterford, .	40a	13566	St. Stephen's Monastery, .	St. Patrick's, .	Superseded by 15046.
"	43	14468	Camphire, .	Lismore and Mocollop, .	" 15129.
Dublin, .	30	7375	Grange, .	Holmspatrick, .	House unsuitable.
"	"	14465	St. Columba's in.	St. Thomas, .	Superseded by 14937.
Kilkenny, .	47	14392	Kells, .	Kells, .	Unqualified Teacher in charge.
Louth, .	23	16774	Mullagharlin, f.	Dundalk, .	Amalgamated with 1173.
"	"	6760	Ravensdale, .	Ballymakeany, .	Inoperative.
Meath, .	29	12364	Rathcore, .	Rathcore, .	"
"	24	15120	Maie, . f.	Moynalty, .	Average insufficient.
Queen's, .	44	1218	Busber, . m.	Kilbham, .	Inoperative.
Wexford, .	50	5925	Dunmaine, .	Owenduffe, .	Superseded by 14906 and 15067.
Wicklow, .	40	7180	Bray Convent, .	Bray, .	" 14964.
"	"	14856	Wicklow, inf.	Drumkay, .	Amalgamated with 14936.
Galway, .	32	7062	Cooloe, . m.	Moylough, .	Superseded by 14959.
"	"	12175	" f.	"	" 14960.
"	34	6813	Kilrennyne, m.	Inishmore, .	" 14659.
"	"	11444	" f.	"	" 14699.
"	42	31909	Ballyglass, .	Ardrinane, .	" 14642.
"	27	6702	Creggs, .	Kilbagnet, .	" 14696 and 14907.
Leitrim, .	5	5339	Tawley, .	Rossinver, .	Inoperative.
"	31	9934	Drumcilly, .	Drumcilly, .	Superseded by 14954.
"	12	2724	Bruckarybeg, .	Kilnasnet, .	" 14891.
"	31	14494	St. Mary's Monas.	Kilbaghet, .	" 14770.
Mayo, .	32	11520	Hollymest, .	Kilcommon, .	Permanently closed.
"	29	7247	Belmullet, m.	"	Superseded by 14859.
"	"	6431	" f.	"	" 14851.
"	"	9921	Deelbridge, .	Crossmolton, .	" 14736.
"	"	9963	Tearse, .	Rathrough, .	School-house unsuitable.
"	"	5476	Ross, .	Killalea, .	Superseded by 14891.
"	26	9536	Curramoles, .	Islandeady, .	" 14897.
Roscommon, .	27	2427	Kiltreeran, m.	Kiltreeran, .	" 14966.
"	"	5611	" f.	"	" 14967.
"	22	2967	Killycraigh, .	Boyle, .	" 15012/3.
Sligo, .	20	4896	Crockettstown, .	Kilrees, .	School-house out of repair.
"	21	4485	Ashbury, m.	Ashbury, .	Average insufficient.

IV.—LIST of ONE HUNDRED AND EIGHT SCHOOLS to which Building Grants have been made during the Twelve Months ended 30th September, 1899.

Appendix.
Section II.
C.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated.			New vested Grants to build.
					Males.	Fe-males.	Total.	
Antrim.	8	15242	Clonard, . . . m.	Shankill, . . .	Special	plan for	340	V.T.
	8A	15249	Millfield, . . . m.	Do.	"	"	475	V.T.
	"	15250	Do. f.	Do.	"	"	"	"
	8	15251	St. Malachy's, . . sh.	Do.	"	"	435	V.T.
	"	15252	Do. f.	Do.	"	"	"	"
	4	15263	The Fontenay, . . .	Ahoghill, . . .	75	75	150	V.G.
	8	15273	St. Vincent's (O'Connell-street), . . f.	Shankill, . . .	Special	plan for	300	V.T.
	8	15296	St. Olave's, . . .	Armagh, . . .	50	50	100	V.T.
Antrim.	8A	15311	Port William, . . .	Shankill, . . .	Special	plan for	355	V.T.
	8A	15318	St. Mary's on the Hill, . .	Carranney, . . .	50	50	100	V.T.
	8	15330	Ballymacrickmaddy, . .	Magheragall, . .	60	60	120	V.T.
	"	15328	St. Vincent de Paul's, . .	Shankill, . . .	Special	plan for	300	V.T.
	4	15369	Lisnagurra, . . .	Racavan, . . .	50	50	100	V.G.
	16	15376	Derrykerril, . . .	Tettnagh, . . .	40	40	80	V.T.
	11	15380	Pecadown Convent, . .	Dromore, . . .	100	300	400	V.T.
	1	15329	Derryhassan, . . .	Bangor, . . .	60	60	120	V.T.
Donagall.	1	15343	Teelie, . . .	Gleesolumhille, . .	75	75	150	V.T.
	1	15343	Burtonport, . . .	Templecross, . . .	60	60	120	V.T.
	5	15371	Townsville, . . .	Donagall, . . .	75	75	150	V.T.
	1	15338	Midford, . . .	Tullylara, . . .	75	75	150	V.T.
	"	15364	Ballystrong, . . .	Canwall, . . .	40	40	80	V.T.
	19	15244	Kilkeel, . . .	Kilkeel, . . .	Special	plan for	300	V.G.
	"	15248	St. Coleman's, . . m.	Do.	"	"	800	V.T.
	"	15261	Do. f.	Do.	"	"	"	"
Down.	"	15262	Do. inst.	Do.	"	"	"	"
	17	15267	Saul, . . .	Saul, . . .	60	60	120	V.T.
	"	15270	Donard View, . . .	Kilcoo, . . .	80	80	160	V.G.
	"	15265	St. Mary's, Newcastle, m.	Do.	100	"	100	V.T.
	"	15306	Do. f.	Do.	"	100	100	V.T.
	"	15312	Tecomaught, . . .	Kilmore, . . .	40	40	80	V.T.
	"	15314	Drumroad, . . .	Loughlinsland, . .	40	40	80	V.T.
	7	15246	Garra, . . .	Errigal, . . .	100	100	200	V.T.
Londonderry.	5	15247	Pectolowart, . . .	Asherton, . . .	75	75	150	V.G.
	2A	15294	Ree Mill, . . .	Drumcose, . . .	30	30	60	V.T.
	18	15309	Clones, . . .	Clones, . . .	Special	plan for	120	V.G.
	24	15317	Killick, . . .	Magheraclose, . .	40	40	80	V.T.
	18	15344	Aughmahavey, . . .	Clones, . . .	40	40	80	V.T.
	24	15323	Carickmacross Convt., .	Maghera, . . .	Special	plan for	300	V.T.
	6	15269	Beltany, . . .	Cappagh, . . .	30	30	60	V.T.
	15	15297	Mulnahoe, . . . f.	Ardee, . . .	100	"	100	V.T.
Tyrone.	"	15298	Do. f.	Do.	"	100	100	V.T.
	6	15348	Castleberg Edwads, m.	Skirts of Urney, . .	75	"	75	V.G.
	"	15349	Do. f.	Do.	"	75	75	V.G.
	14	15352	St. Columbkille's, . .	Termonagurk, . .	50	50	100	V.T.
	6	15356	Leek, . . .	Lower Badsney, . .	50	50	100	V.T.
	43	15254	Flanagan, . . .	Fuakle, . . .	50	50	100	V.T.
	45	15279	Glooney, . . . m.	Glooney, . . .	75	"	75	V.T.
	"	15280	Do. f.	Do.	"	75	75	V.T.
Gloucester.	"	15301	Killyvart, . . . m.	Killyvart, . . .	125	"	125	V.T.
	"	15302	Do. f.	Do.	"	125	125	V.T.
	51	15356	Stonchall, . . . m.	Clomoghlan, . . .	60	"	60	V.T.
	"	15351	Do. f.	Do.	"	60	60	V.T.
	45	15327	Oshinmurphy, . . .	Kilrath, . . .	75	75	150	V.T.
	42	15370	Kilaloe, . . . m.	Kilaloe, . . .	200	"	200	V.T.
	58	15274	Hare Island, . . .	Aughadown, . . .	40	40	80	V.G.
	55	15346	Ballyvourney, . . m.	Ballyvourney, . .	125	"	125	V.T.
Coek.	"	15347	Do. f.	Do.	"	125	125	V.T.
	56	15383	Kilcullen, . . . m.	Donoughmore, . .	60	"	60	V.T.
	"	15324	Do. f.	Do.	"	60	60	V.T.
	30	15335	Lisnag Convent, . . inst.	Kilnagragh, . . .	Special	Plan for	90	V.T.
	46	15343	Beach, . . .	Green, . . .	50	50	100	V.T.
	53	15240	Ballingeary, . . .	Caber, . . .	50	50	100	V.T.
	43	15278	Turnheen, . . .	Clogher, . . .	50	50	100	V.T.
	36	15277	Knock, . . .	Carbally, . . .	40	40	80	V.T.
Tipperary.	45	15299	Galle, . . .	Galle, . . .	50	50	100	V.T.

Appendix. IV.—LIST of ONE HUNDRED AND EIGHT SCHOOLS to which Building Grants have been made during the Twelve Months ended 30th September, 1899.—continued.

Section II.
C.
Grants to build.

County.	District.	Roll No.	School.	Parish.	Number of Pupils to be accommodated.			New total.
					Males.	Females.	Total.	
Tipperary.	46	15304	Tankardstown.	Clonsillaogue.	60	60	120	v.t.
"	43	15334	Ballingary Convent.	Ballingary.	Special place for	—	200	v.t.
"	53	15362	Mullinahone.	Kilvennoon.	125	—	125	v.t.
"	—	15363	Do.	Do.	—	125	125	v.t.
Waterford.	49	15295	St. Alphonsus.	St. John's Without.	100	200	300	v.t.
"	—	15318	Gleebeg.	Dunpree.	50	50	100	v.t.
Carlow.	44	15245	Carlow Convent.	Carlow.	Special place for	—	500	v.t.
Dublin.	40a	15263	Blagend.	St. Mary's, Dennybrook.	—	—	300	v.t.
Kildare.	29	15303	Cleghrinkee.	Nursery.	50	50	100	v.t.
Kilkenny.	49	15440	Carrigeen.	Portmally.	125	—	125	v.t.
"	—	15341	Do.	Do.	—	125	125	v.t.
"	47	15343	Gowran.	Gowran.	125	—	125	v.t.
"	—	15366	Do.	Do.	—	125	125	v.t.
King's.	41	15325	Clonsillaogue.	Clonsilla.	60	—	60	v.t.
"	—	15326	Do.	Do.	—	60	60	v.t.
Louth.	25	15258	St. Malachy's.	Dundalk.	Special place for	—	600	v.t.
"	—	15259	Do.	Do.	—	—	—	v.t.
"	—	15260	Do.	Do.	—	—	—	v.t.
"	—	15273	Point Road.	Do.	50	50	100	v.t.
Queen's.	41	15313	Derryhamogue.	Raheen.	50	30	80	v.t.
"	44	15371	St. Joseph's, Carlow.	Kilshin.	60	60	120	v.t.
Westmeath.	33	15291	St. Mary's, Carlow.	Ardsruther.	75	—	75	v.t.
"	—	15293	Do.	Do.	—	75	75	v.t.
"	—	15307	Dalystown.	Clonsilla.	40	40	80	v.t.
Wexford.	50	15354	Carrigrohane.	Toome.	75	—	75	v.t.
"	—	15355	Do.	Do.	—	75	75	v.t.
"	—	15357	Riverchapel.	Ardsruther.	75	—	75	v.t.
"	—	15368	Do.	Do.	—	75	75	v.t.
Wicklow.	44	15272	Ballinglass.	Ballinglass.	250	—	250	v.t.
Galway.	34	15316	Nan's Island Monastery.	St. Nicholas.	Special place for	—	250	v.t.
"	—	15331	Newtown.	Mayocullen.	100	100	200	v.t.
Leitrim.	31	15333	St. Patrick's, Carron.	Mahill.	40	40	80	v.t.
"	—	15356	Aughacashel.	Kilshin.	60	60	120	v.t.
Mayo.	32	15375	St. Joseph's Convent, Ballyhaunis.	Anagh.	—	400	400	v.t.
Roscommon.	31	15255	Do.	Tilohine.	125	—	125	v.t.
"	—	15286	Do.	Do.	—	125	125	v.t.
"	27	15308	Athleague.	Athleague.	75	—	75	v.t.
"	—	15309	Do.	Do.	—	75	75	v.t.
Sligo.	20	15257	Quignansanger.	Kilmore Moy.	50	50	100	v.t.
"	21	15343	Carrola.	Achnary.	50	50	100	v.t.
"	5	15337	Castlegal.	Achnash.	60	—	60	v.t.
"	22	15342	Keesh.	Toome.	50	50	100	v.t.
"	12	15374	St. Vincent's Convent.	St. John's.	—	200	200	v.t.

Building grants restored.

V.—LIST of BUILDING GRANTS restored during the Year ended 30th September, 1899.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			New total.
					Males.	Females.	Total.	
—	—	—	—	Nil	—	—	—	—

VI.—LIST of SIX BUILDING GRANTS cancelled during the Year ended 30th September, 1899.

Appendix.
Section II.
C.

Building grants cancelled.

County.	Dis- trict.	Roll No.	School.	Parish.	How vested.	Reason for cancelling Grant.
Fermanagh,	13	14787	Cross roads,	Killesher,	V.T.	Lease not executed.
Tyrone,	6	15003	Dramabeg,	Ardratrow, W.,	V.T.	"
Cork,	60	15149	St. Nicholas, m.	St. Nicholas,	V.T.	Applicant not able to proceed.
"	"	15107	Ringross,	f. Ringross,	V.T.	Plan reduced.
Kerry,	58	14799	Ardea,	f. Tuast,	V.C.	Lease not executed.
Galway,	34A	15015	Roosvagh,	Killicely,	V.T.	"

VII.—LIST of SEVENTY BUILDING CASES brought into operation during the Twelve Months ended 30th September, 1899.

Building cases brought into operation.

County.	Dis- trict.	Roll No.	School.	Parish.	How vested.	Manager.	Building cases brought into operation.
Ards,	9	15046	Ormeau-road,	Shankill,	V.T.	Rev. W. S. Carey, B.A.,	Math.
"	"	15232	Do. inf.	Do.	V.T.	Do. do.,	Math.
"	4	14385	Croslin,	Raharkin,	V.C.	Rev. G. R. Buick, M.A., LL.D.,	Pres.
"	8	14392	Croslin-road, m.	Shankill,	V.T.	Rev. D. Knox Mitchell,	Pres.
"	"	14393	Do. f.	"	V.T.	Do. do.,	Pres.
"	9	15127	Dunmurry (2),	Drumbeg,	V.T.	Rev. A. R. Ryder, B.D.,	E.C.
Carm.,	31	14796	Carrick,	Templeport,	V.T.	Rev. Thomas Carr, F.P.,	R.C.
Down,	2	14841	Robertson's (Raphoe)	Raphoe,	V.T.	Rev. Canon Bennett,	E.C.
"	5	14976	Carrickmahore (2),	Kilbarra,	V.T.	Very Rev. B. Kelly, F.P.,	R.C.
"	1	15016	Lettickany Convt.	Cowall,	V.T.	Most Rev. Dr. O'Donnell,	R.C.
"	"	15017	Do. inf.	Do.	V.T.	Rev. W. Sheridan, Adm.,	R.C.
Dova,	10	15136	Killoughy,	Donaghadee,	V.C.	Rev. P. J. Lyons,	Pres.
Fermanagh,	13	14931	St. Malaise,	Derryvalley,	V.T.	Rev. G. McMeel, F.P.,	R.C.
"	31	15037	Garry,	Kinsvay and Tomregan,	V.T.	Rev. Jas. O'Reilly, F.P.,	R.C.
Londonderry,	7	14974	Bellaghy,	Ballyacullin,	V.T.	Rev. P. McNamee, F.P.,	R.C.
"	"	14932	Derrycranmy,	Derryloran,	V.C.	W. Rutherford, esq.,	Pres.
Monaghan,	24	14996	Carrickasidge, m.	Magheraclosne,	V.T.	Rev. L. Keenan, F.P.,	R.C.
"	"	14997	Do. f.	Do.	V.T.	Do. do.,	R.C.
Tyrone,	14	14850	Mountfield,	Cappagh,	V.C.	Rev. T. Kingston,	E.C.
"	"	14933	Cashel,	Lower Bedoney,	V.T.	Rev. J. Morris, F.P.,	R.C.
"	15	15185	Laghey,	Killyman,	V.T.	Very Rev. Monsignor Byrne, F.P.,	R.C.
Clare,	45	14936	Geoghane,	Killymart,	V.T.	Rev. Jas. Vaughan, F.P.,	R.C.
"	"	14136	Inland View,	Kilchrist,	V.T.	Rev. John Vaughan, F.P.,	R.C.
"	42	15022	Killaloe Convent,	Killaloe,	V.T.	Very Rev. T. Brownham, F.P., V.C.	R.C.
"	"	15047	Rahbane,	Kilmon,	V.T.	Very Rev. E. Power, F.P., V.C.	R.C.
"	"	15048	Do. f.	"	V.T.	Do. do.,	R.C.
"	45	14830	Bardsfield,	Kilnaghties,	V.T.	Rev. M. Casey, F.P.,	R.C.
"	"	14831	Do. f.	"	V.T.	Do. do.,	R.C.
Cork,	56	15010	Blarney, Colthurst, m.	Garrycloane,	V.T.	Rev. D. Canon Lynch, F.P.,	R.C.
"	"	15011	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	55	14993	Reandree,	Kilnamartyr,	V.T.	Rev. W. O'Donnell, F.P.,	R.C.
"	63A	14710	Ringaskiddy, m.	Barnahely,	V.T.	Very Rev. John Canon Lyons, F.P.,	R.C.
"	"	14711	Do. f.	Do.	V.T.	Do. do.,	R.C.
"	63	15165	Ballinacree,	Ballysoughters,	V.T.	Very Rev. W. Canon Hutch, B.D., F.P.,	R.C.

Appendix VII.—LIST of SEVENTY BUILDING CASES brought into operation during the Twelve Months ended 30th September, 1899—continued.

Section II,
C

Building cases brought into operation.	County.	District.	Roll No.	School.	Parish.	How vested.	Message.	Remarks.
	Kerry.	39	14592	Cashen.	Rathoe.	V.T.	Rev. F. McCarthy, P.P.	R.C.
	"	37	14598	Kilreagh.	Priest.	V.T.	Rev. A. W. Murphy, P.P.	R.C.
	Limerick.	38	14535	St. Joseph's Convt.	Ballingarry.	V.T.	Rev. W. Downes, P.P.	R.C.
	Waterford.	40a	15045	St. Stephen's Monastery.	St. Patrick's.	V.T.	Rev. T. J. Dewley, Alm.	R.C.
	"	48	15129	Cumshinga.	Lismore and Mocollop.	V.T.	Rev. P. Spratt, P.P.	R.C.
	Dublin.	30	14887	St. Columba's, inf.	St. Thomas.	V.C.	Rev. John Connell.	R.C.
	Longford.	33	14672	Colehill.	Tashinny.	V.T.	Very Rev. J. Dean Monaghan, D.D., P.P.	R.C.
	"	-	14675	Do.	Do.	V.T.	Do.	R.C.
	Wexford.	50	14808	Gusserane.	Owenduffe.	V.T.	Rev. T. O'Connor, P.P.	R.C.
	"	-	15167	Do.	Do.	V.T.	Do.	R.C.
	Wicklow.	40	14594	St. Patrick's (Beay) Convent.	Beay.	V.T.	Mrs. Catherine McNamee.	R.C.
	Galway.	34	14968	Salbrook.	Ballinakill.	V.T.	Rev. B. McAndrew, P.P.	R.C.
	"	36	14359	Coolea.	Moyleough.	V.T.	Very Rev. T. Rosary, P.P., V.T.	R.C.
	"	-	14568	Do.	Do.	V.T.	Do.	R.C.
	"	34	14659	St. Rensu's.	Inishmore.	V.T.	Rev. M. Farragher, P.P.	R.C.
	"	-	14569	Do.	Do.	V.T.	Do.	R.C.
	"	42	14642	Ballyphas.	Ardmahoe.	V.C.	Rev. T. B. Connolly, P.P.	R.C.
	"	27	14595	Croges.	Kilbegnet.	V.T.	Rev. B. Geraghty, P.P.	R.C.
	"	-	14907	Do.	Do.	V.T.	Do.	R.C.
	Leitrim.	31	14354	Drumreilly.	Drumreilly.	V.T.	Rev. Patrick Gilchrist, P.P.	R.C.
	"	12	14891	Beckinnybeg.	Kilbane.	V.T.	Rev. G. McTernan, P.P.	R.C.
	"	31	14770	St. Mary's Monastery.	Kilbagher.	V.T.	Very Rev. M. Canon Giligan, P.P.	R.C.
	Mayo.	21	14862	Swinford.	Kilconduff.	V.T.	Very Rev. M. D. Dean Stanton, D.D., P.P., V.T.	R.C.
	"	20	14050	Belmalisk.	Kilboonmen.	V.T.	Right Rev. Monsignor H. Hewson, P.P., V.T.	R.C.
	"	-	14831	Do.	Do.	V.T.	Do.	R.C.
	"	-	14736	Deelbridge.	Crossmolton.	V.T.	Right Rev. Monsignor J. M. O'Hara, P.P., V.T.	R.C.
	"	21	15026	St. Aidan's (Kiltinagh) Convt.	Killedan.	V.T.	Very Rev. D. O'Hara, P.P.	R.C.
	"	26	14878	Dukenella.	Achill.	V.C.	Rev. J. P. Connolly, P.P.	R.C.
	"	-	15075	Smh.	Ballyovey.	V.C.	Rev. J. Corbett, P.P.	R.C.
	"	20	14991	Rosa.	Kilina.	V.C.	Rev. P. J. Nolan, P.P.	R.C.
	"	26	14624	Derraw.	Ballyovey.	V.C.	Rev. J. Corbett, P.P.	R.C.
	"	-	14437	St. Patrick's (Curranalee).	Islandeady.	V.T.	Rev. W. Coen, P.P.	R.C.
	Resurrection.	27	14566	Kilteevan.	Kilteevan.	V.T.	Right Rev. Monsignor M'Laughlin.	R.C.
	"	-	14567	Do.	Do.	V.T.	Do.	R.C.
	"	22	15012	Killyreighton.	Boyle.	V.T.	Very Rev. B. Coyne, P.P., V.T.	R.C.
	"	-	15013	Do.	Do.	V.T.	Do.	R.C.

VIII.—LIST of TWO HUNDRED AND NINETY VESTED SCHOOLS, towards the erection of which the Commissioners had sanctioned Grants, but which had not come into operation on 30th September, 1899.

Appendix.
Section II.
C.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How vested.	Building cases not yet brought into operation.
					Males.	Females.	Total.		
Austria,	3	Armoey,	15290	St. Olcan's,	50	50	100	V.E.	
"	4	Loyd,	15105	Gleane,	Special	plus for	80	V.E.	
"		Craig,	15112	Tullygrawley,	50	50	100	V.C.	
"		Dunaghy,	15188	Tullybane,	50	50	100	V.E.	
"		Loughgall,	15189	Magheranoney,	40	40	80	V.E.	
"		Banana,	15192	Carlone,	m.	60	60	V.C.	
"		Do.	15193	Do.	f.	60	60	V.C.	
"		Craig,	15223	Cullybackey,	m.	175	175	V.C.	
"		Do.	15224	Do.	f.	175	175	V.C.	
"		Ballybeg,	15231	Cross,	m.	30	30	V.C.	
"		Aboghill,	15268	The Four Towns,	75	75	150	V.C.	
"		Ravena,	15309	Linnacraig,	50	50	100	V.C.	
"	8	Stuckill,	15242	Clonard,	m.	Special	plus for	300	V.E.
"		Do.	15251	St. Malachy's,	m.	do.	do.	425	V.E.
"		Do.	15292	Do.	f.	do.	do.	425	V.E.
"		Do.	15278	St. Vincent's,	f.	do.	do.	300	V.E.
"		Do.	15311	(Oldman-street).	do.	do.	355	V.E.	
"		Do.	15328	St. Vincent de Paul's,	Special	plus for	300	V.E.	
"	8a	Magheragall,	15330	Ballycarrickmaddy,	60	60	120	V.E.	
"	8a	Carmonsey,	15353	St. Mary's on the Hill,	50	50	100	V.E.	
"		Shaulhill,	15249	Milfield,	m.	Special	plus for	475	V.E.
"		Do.	15250	Do.	f.	do.	do.	475	V.E.
Armagh,	11	Drumcree,	15310	Portadown Convent,	160	300	400	V.E.	
"	16	Tarturaghan,	15276	Derrykenil,	40	40	80	V.E.	
"	25	Forkhill,	15130	Silverbridge,	m.	75	75	V.E.	
"		Do.	15131	Do.	f.	75	75	V.E.	
Down,	23	Lavey,	15120	Killycannon,	m.	75	75	V.E.	
"		Do.	15121	Do.	f.	75	75	V.E.	
"	94	Enniskillen,	14763	Kingscourt,	m.	125	125	V.E.	
"		Do.	14764	Do.	f.	125	125	V.E.	
"		Killymore,	15022	Lisnagill (2),	40	40	80	V.E.	
"		Killymoreaney,	15111	Carnagans,	60	60	120	V.E.	
"		Knockbride,	15196	Greeghagran,	30	30	60	V.E.	
"	31	Drumbilly,	15062	Armsmore,	30	50	100	V.E.	
"		Killybegs,	15110	Urugh,	f.	100	100	V.E.	
Down,	1	Templemore,	14876	Croby,	40	40	80	V.E.	
"		Tullaghbagley,	15003	Inishcollin,	30	30	60	V.C.	
"		Templemore,	15005	Meenbane,	50	60	110	V.E.	
"		Angahish,	15115	Ramilton,	75	75	150	V.E.	
"		Upr. Templemore,	15153	Cummin,	40	40	80	V.E.	
"		Girtan,	15208	Stramore,	60	60	120	V.E.	
"		Rosmill,	15239	Derryhassan,	60	60	120	V.E.	
"		Templemore,	15243	Burtogget,	60	60	120	V.E.	
"		Tullylana,	15238	Milford,	75	75	150	V.E.	
"		Canwell,	15264	Ballymang,	40	40	80	V.E.	
"	5	Killymore,	14705	Ballyhassan Convent,	Special	plus for	300	V.E.	
"		Inniskel,	14303	Larganacagh,	50	50	100	V.E.	
"		Do.	14309	Leckonell,	30	30	60	V.E.	
"		Killybegs-Lower,	15229	Meenavilly,	40	40	80	V.E.	
"		Glenclonkille,	15241	Feelin,	75	75	150	V.E.	
"		Down,	15271	Townswilly,	75	75	150	V.E.	
"	6	Donoughmore,	15209	Lismallick,	30	30	60	V.C.	
"		Do.	15227	Tieretuck,	30	30	60	V.E.	
Down,	10	Dundonald,	15117	Dundonald,	m.	125	125	V.C.	
"		Do.	15118	Do.	f.	125	125	V.C.	
"	17	Saul,	15267	Saul,	40	60	100	V.E.	
"		Kilroo,	15270	Donard View,	60	60	120	V.C.	
"		Do.	15205	St. Mary's, Newcastle,	m.	100	100	V.E.	
"		Do.	15306	Do.	f.	100	100	V.E.	

Appendix.

VIII.—List of Two HUNDRED and NINETY VESTED SCHOOLS—continued.

Section II., C. Building cases not yet brought into operation.	County.	Dis- trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How costed.
						Males.	Females.	Total.	
Down—con.,	Down—con.,	17	Kilmaree.	15312	Tecanought,	49	49	98	V.T.
		—	Loughishad,	15314	Dumaraad,	49	49	98	V.T.
		19	Warrenpoint,	15313	Drumacree-road,	75	75	150	V.T.
		—	Kilkeel,	15244	Kilkeel,	Special plan for			V.T.
		—	Do.	15346	St. Coleman's, m. f.	do.	do.	360	V.T.
		—	Do.	15351	Do.	—	—	—	V.T.
		—	Do.	15352	Do.	—	—	—	V.T.
Fennagoath,	Fennagoath,	13	Magheracross,	15238	Magheracross,	50	50	100	V.T.
		2	Templemore,	15168	Christ Church, m.	175	—	175	V.T.
			Do.	15169	Do.	—	175	175	V.T.
		2a	Drumacross,	15294	Rosmill,	30	30	60	V.T.
		3	Macanquin,	15152	Killure,	30	30	60	V.T.
		—	Atherton,	15247	Pactestewart,	75	75	150	V.T.
		7	Enigal,	15245	Garvagh,	100	100	200	V.T.
Monaghan,	Monaghan,	13	Cloes,	15441	Largy,	Special plan for			V.T.
		—	Do.	15306	Cloes,	—	—	120	V.T.
		—	Do.	15344	Aughamshelvey,	49	49	98	V.T.
		24	Doughmayne,	15142	Doughmayne (1),	69	69	139	V.T.
		—	Do.	15143	Lisdoon,	75	75	150	V.T.
		—	Magheracross,	15317	Killick,	49	49	98	V.T.
		—	Magheracross,	15329	Carriemacross Conv.	Special plan for			V.T.
Tyrone,	Tyrone,	6	Lower Badoon,	15150	Beltim,	75	—	75	V.T.
		—	Do.	15191	Do.	—	75	75	V.T.
		—	Cappagh,	15259	Beltany,	30	30	60	V.T.
		—	Lower Badoon,	15335	Leekia,	50	50	100	V.T.
		—	Skirts of Uney,	15348	Castlederg Edwards, m.	75	—	75	V.T.
		—	Do.	15349	Do.	—	75	75	V.T.
		14	Kilkeery,	15119	Trillick (1),	69	69	139	V.T.
—	—	—	Termonagurk,	15352	St. Columbkille,	50	50	100	V.T.
		15	Ardree,	15297	Mulnahee,	100	—	100	V.T.
		—	Do.	15298	Do.	—	100	100	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
—	—	42	Fenkle,	15103	Kilchran,	50	50	100	V.T.
		—	Do.	15254	Pharmount,	50	50	100	V.T.
		—	Kilhaloe,	15370	Kilhaloe,	200	—	200	V.T.
		45	Kilmitill,	13825	Lacken,	150	—	150	V.T.
		—	Do.	13827	Do.	—	150	150	V.T.
		—	Inagh,	14750	Glennah,	75	—	75	V.T.
		—	Do.	14751	Do.	—	75	75	V.T.
—	—	—	Kilrush,	15216	Kilrush (1),	100	100	200	V.T.
		—	Kilmarry,	15221	Annagh,	69	—	69	V.T.
		—	Do.	15222	Do.	—	69	69	V.T.
		—	Clooney,	15279	Clooney,	75	—	75	V.T.
		—	Do.	15289	Do.	—	75	75	V.T.
		—	Kildewart,	15301	Kildewart,	125	—	125	V.T.
		—	Do.	15302	Do.	—	125	125	V.T.
—	—	—	Kilmitill,	15337	Cahirmurphy,	75	75	150	V.T.
		51	Clonloghan,	15350	Stonellall,	69	—	69	V.T.
		—	Do.	15351	Do.	—	69	69	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
		—	—	—	—	—	—	—	V.T.
Cork,	Cork,	52	Kilhalane,	15159	Buenaona,	30	30	60	V.T.
		55	Aghabullogue,	15149	Ballynagrag,	69	—	69	V.T.
		—	Do.	15141	Do.	—	69	69	V.T.
		—	Ballycoursney,	15345	Ballycoursney,	125	—	125	V.T.
		—	Do.	15347	Do.	—	125	125	V.T.
		56	Doroghtmore,	15325	Kilcullen,	69	—	69	V.T.
		—	Do.	15324	Do.	—	69	69	V.T.
—	—	53	Kilmacopogue,	15125	Bantry,	200	—	200	V.T.
		—	Kilroe,	15151	Dunmanus,	50	50	100	V.T.
		—	Aughadown,	15274	Five Island,	40	40	80	V.T.
		60	Kilroe,	14545	Oysterhaven,	69	69	139	V.T.
		—	Ringrose,	15105	Ringrose,	59	59	119	V.T.
		60a	Marmullaue,	14299	St. Mary's,	Special plan for			V.T.
		—	—	—	—	—	—	—	V.T.

VIII.—List of Two Hundred and NINETY VESTED SCHOOLS—continued.

Appendix.

Section II,
C.Building
cases
not yet
brought
into opera-
tion.

County.	Dis- trict.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How furnished.	
					Males.	Fe- males.	Total.		
Kerry.	39	Kilshannane.	14398	Lymecropane.	140	140	280	V.T.	
	—	Kilcaragh.	15335	Lixnaw Convent, inf.	Special	plan for	90	V.T.	
	54	Ballincuskane.	14306	Loughfender.	40	40	80	V.C.	
	—	Kilcolman.	14572	St. Joseph's (Miltown).	200	—	200	V.T.	
	—	Dysart.	14797	Kilscarra.	125	—	125	V.T.	
	—	Do.	14798	Do.	—	125	125	V.T.	
	—	Castlefield.	14833	Reaglass.	40	40	80	V.C.	
	—	Cloghane.	14987	Cloghane.	100	100	200	V.T.	
	57	Knockane.	11344	Brisa.	—	60	60	V.T.	
	—	Dressed.	12123	Derrisna.	60	60	120	V.T.	
	—	Cahir.	14339	Cambarra.	40	40	80	V.C.	
	—	Knockane.	14902	Gortassary.	30	30	60	V.T.	
Limerick.	39	Abbeystead.	14516	Feale View.	30	30	60	V.C.	
	—	Rathrosna.	15100	Clash.	50	50	100	V.T.	
	46	Tuogh.	15127	Uppanmore Convent.	Special	plan for	350	V.T.	
	—	Green.	15345	Bruckla.	50	50	100	V.T.	
	51	Stradbally.	14375	Montpelier.	50	50	100	V.T.	
—	51	Ballybrood.	15296	Cabestine.	140	100	240	V.C.	
Tipperary.	36	Corbally.	15277	Knock.	40	40	80	V.T.	
	43	Cloghet.	15273	Turkheen.	50	50	100	V.T.	
	—	Gaile.	15259	Gaile.	50	50	100	V.T.	
	—	Ballinagarry.	15334	Ballinagarry Convent.	Special	plan for	200	V.T.	
	46	Glenahane.	14857	Glenahane.	60	60	120	V.T.	
	—	Shroonell.	15000	Shroonell.	m.	75	75	V.T.	
	—	Do.	15074	Do.	f.	75	75	V.T.	
	—	Braia.	15157	Mount Braia.	m.	60	60	V.T.	
	—	Do.	15158	Do.	f.	60	60	V.T.	
	—	Clonbullogue.	15304	Turkheen.	60	60	120	V.T.	
	53	Templetonny.	15134	Ballyporeen.	m.	150	150	V.T.	
	—	Cahir.	15240	Ballingarry.	50	50	100	V.T.	
—	Kilvenasca.	15302	Mullinahone.	m.	125	125	V.T.		
—	Do.	15363	Do.	f.	125	125	V.T.		
Waterford.	49	Trinity Without.	14987	St. Otiscan's.	f.	150	150	V.T.	
	—	Do.	15083	Do.	inf.	75	75	V.T.	
	—	St. John's Without.	15295	St. Alphonsus.	100	300	400	V.T.	
	—	Dungarvan.	15313	Glenbeg.	50	50	100	V.T.	
Wexford.	44	Carlow.	14245	Carlow Convent.	Special	plan for	500	V.T.	
Dublin.	50	St. Thomas.	15126	East Wall Convent, inf.	150	100	250	V.T.	
	—	St. George.	15205	St. George's.	m.	—	—	V.T.	
	—	Do.	15306	Do.	f.	—	—	V.T.	
	—	Do.	15307	Do.	inf.	—	—	V.T.	
	40	Dalkey.	15132	Harold.	100	100	200	V.T.	
—	40.	St. Mary's, Denny- brooc.	15263	Bigwood.	f.	Special	plan for	300	V.C.
Kildare.	29	Nurney.	15303	Cloghaneel.	50	50	100	V.T.	
	37	Nass.	15040	Nass Convent.	f.	400	400	V.T.	
	44	Castledermot.	15124	Castledermot.	inf.	Special	plan for	80	V.T.
Kilkenny.	47	Gowran.	15365	Gowran.	m.	125	125	V.T.	
	—	Do.	15366	Do.	f.	125	125	V.T.	
	49	The Rower.	15180	Rower.	m.	125	125	V.T.	
	—	Do.	15181	Do.	f.	125	125	V.T.	
	—	Parsonstown.	15340	Carrigeen.	m.	125	125	V.T.	
—	Do.	15341	Do.	f.	125	125	V.T.		
King's.	41	Clonsilla.	15325	Clonsilla.	m.	60	60	V.T.	
	—	Do.	15326	Do.	f.	60	60	V.T.	
Longford.	30	Clonsilla.	14837	St. Joseph's.	m.	60	60	V.T.	
	—	Do.	14838	Do.	f.	60	60	V.T.	
	—	Ardagh.	15035	Ardagh.	m.	100	100	V.T.	
	—	Do.	15036	Do.	f.	100	100	V.T.	

VIII.—List of TWO HUNDRED and NINETY-EIGHT VESTED SCHOOLS—continued.

Appendix. Section II, C.	County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated.			How varied.
						Males.	Females.	Total.	
Building cases not yet brought into operation.	Longford.	36	Columbkille.	15033	Glenback.	50	50	100	V.E.
	"	"	Killoy.	15146	Kilteeragh.	60	60	120	V.E.
	"	"	Mostrim.	15150	St. Elizabeth's Convent.	Special plan for		200	V.E.
	"	"	Kilcomstock.	15154	Keenagh.	75	—	75	V.E.
	"	"	Do.	15155	Do.	—	75	75	V.E.
	"	33	Abbeylara.	15123	St. Bernard's.	75	—	75	V.E.
	"	"	Do.	15123	St. Bridget's.	—	75	75	V.E.
	Loath.	25	Loath.	15101	Knockbridge.	100	—	100	V.E.
	"	"	Do.	15102	Do.	—	100	100	V.E.
	"	"	Dunalk.	15258	St. Malachy's.	Special plan for		600	V.E.
	"	"	Do.	15259	Do.	—	—	—	V.E.
	"	"	Do.	15260	Do.	—	—	—	V.E.
	"	"	Do.	15275	Point Road.	50	50	100	V.E.
	Meath.	25	St. Mary's.	15125	St. Mary's.	Special plan for		445	V.E.
	"	29	Ardsalbegh.	15104	Cannistown.	40	40	80	V.E.
Queen's.	"	41	Clonsilla.	15197	Brisoli.	50	50	100	V.E.
	"	"	Rosenaill.	15313	Derrydamagur.	30	30	60	V.E.
	"	44	Killesha.	15371	St. Joseph's, Carlow, Galgoe.	60	60	120	V.E.
	"	"	"	"	"	"	"	"	"
Westmeath.	"	38	Arduacher.	15291	Stewartstown.	75	—	75	V.E.
	"	"	Do.	15293	Do.	—	75	75	V.E.
	"	"	Cleahad.	15307	Dalystown.	40	40	80	V.E.
Wexford.	"	50	Tistore.	14960	St. Leonard's.	50	50	100	V.E.
	"	"	Kilmare.	14929	Chapel.	50	50	100	V.E.
	"	"	Teome.	15354	Camolin.	75	—	75	V.E.
	"	"	Do.	15355	Do.	—	75	75	V.E.
	"	"	Ardrinane.	15367	Rivershead.	75	—	75	V.E.
	"	"	Do.	15368	Do.	—	75	75	V.E.
Wicklow.	"	40	Knockmuth.	15164	Ches Vale.	30	30	60	V.E.
	"	44	Ballinghas.	15272	Ballinghas.	250	—	250	V.E.
Galway.	"	27	Athleague.	15138	Hollygrove.	50	50	100	V.E.
	"	33	Dunmore.	14734	Strawberryhill.	75	—	75	V.E.
	"	"	Do.	14735	Do.	—	75	75	V.E.
	"	"	Do.	15145	Lorra.	—	125	125	V.E.
	"	"	Do.	15146	Do.	—	125	125	V.E.
	"	"	Killiscope.	15228	St. Patrick's, Corgarry.	60	60	120	V.E.
	"	34	Ianishmore.	14532	Outquarter.	100	100	200	V.E.
	"	"	Do.	14792	Outquarter.	100	—	100	V.E.
	"	"	Do.	14793	Do.	—	100	100	V.E.
	"	"	Omey.	15090	Inishark Island.	30	30	60	V.E.
	"	"	Ballinacree.	15163	Erishacree.	40	40	80	V.E.
	"	"	St. Nicholas.	15316	Nun's Island Mount.	Special plan for		250	V.E.
	"	"	Moycullen.	15331	Newtown.	100	100	200	V.E.
	"	34A	Kilbulla.	15105	Kilbulla.	40	40	80	V.E.
	"	35	Ahascree.	15027	Eglis.	40	40	80	V.E.
	"	42	Kilteenscree.	15071	Kilteenscree.	75	—	75	V.E.
	"	"	Do.	15072	Do.	—	75	75	V.E.
	"	"	Kilteenscree.	15147	Kilteenscree.	50	30	80	V.E.
Leitrim.	"	5	Rossinver.	14591	Rossinver.	40	40	80	V.E.
	"	12	Killamamery.	15116	Adveney.	40	40	80	V.E.
	"	"	Killargue.	15128	Killargue.	50	50	100	V.E.
	"	"	Inishamamery.	15133	Gortasilla.	75	75	150	V.E.
	"	31	Drumreilly Upper.	14794	Drumreilly.	60	—	60	V.E.
	"	"	Do.	14795	Do.	—	60	60	V.E.
" "	"	"	Carrigulla.	14893	Drumreilly.	75	—	75	V.E.
	"	"	Do.	14894	Do.	—	75	75	V.E.

VIII.—List of Two HUNDRED and NINETY VESTED SCHOOLS—continued.

Appendix.

Section II,
C.

County.	District.	Parish.	Roll No.	School.	Number of Pupils to be accommodated			How Vested.	Building cannot yet be brought into operation.
					Males	Females	Total		
Limerick—con.	31	Carrigulla, . . .	15029	Drumbeinlea, . . .	40	40	80	V.T.	
		Oughbough, . . .	15148	Pottore, . . . m.	75	—	75	V.T.	
		Do, . . .	15149	Do, . . . f.	—	75	75	V.T.	
		Fenagh, . . .	15184	Fenagh (2), . . .	75	75	150	V.T.	
		Mohill, . . .	15338	Sa. Patrick's, Carton, . . .	40	40	80	V.T.	
		Kilbaird, . . .	15356	Aughamahal, . . .	60	60	120	V.T.	
Mayo,	20	Kilcomman, . . .	14133	Doshama, . . .	60	60	120	V.G.	
		Kilgower, . . .	14531	Benderagha, . . .	30	30	60	V.T.	
		Kilcummin, . . .	14671	Creevaun, . . .	50	50	100	V.T.	
		Kilcummin, . . .	14845	Portarlin, . . .	40	40	80	V.T.	
		Kilbelfad, . . .	14908	Pontoon, . . .	40	40	80	V.T.	
		Killawet, . . .	15090	Atrunahugh, . . . m.	60	—	60	V.T.	
		Do, . . .	15091	Do, . . . f.	—	60	60	V.T.	
		Kilmora, . . .	15014	Ceeclough, . . .	60	60	120	V.T.	
		Kilcomman, . . .	15032	Carratigba, . . .	50	50	100	V.T.	
	21	Kilmorra, . . .	14890	Killically, . . . inst.	175	—	175	V.T.	
		Do, . . .	14893	Terrane, . . . m.	—	175	175	V.T.	
		Do, . . .	14894	Do, . . . f.	—	175	175	V.T.	
		Aughamore, . . .	14895	Do, . . . m.	75	—	75	V.T.	
		Do, . . .	14895	Do, . . . f.	—	75	75	V.T.	
		Kilbeagh, . . .	15113	St. James' (Barnacoege), . . . m.	75	—	75	V.T.	
		Do, . . .	15114	Do, . . . f.	—	75	75	V.T.	
	25	Burrischole, . . .	15096	Kilmora, . . . f.	—	75	75	V.G.	
		Kilmorra, . . .	14842	Islandmore, . . .	30	30	60	V.T.	
		Achill, . . .	14865	Achill Sound, . . .	40	40	80	V.C.	
		Do, . . .	14896	Butterworth, . . .	30	30	60	V.T.	
		Do, . . .	15225	Achillbeg, . . .	30	30	60	V.C.	
	22	Aughamore, . . .	15030	Aughamore, . . . m.	100	—	100	V.T.	
		Do, . . .	15031	Do, . . . f.	—	100	100	V.T.	
		Annagh, . . .	15375	St. Joseph's Convent (Ballybennis), . . .	—	400	400	V.T.	
Roscommon,	21	Tibohina, . . .	15255	Den, . . . m.	125	—	125	V.T.	
		Do, . . .	15256	Do, . . . f.	—	125	125	V.T.	
	22	Anghrim, . . .	14684	Aughrim, . . . m.	60	—	60	V.T.	
		Do, . . .	14685	Do, . . . f.	—	60	60	V.T.	
		Do, . . .	15043	Abbeytown Convent, . . .	—	400	400	V.T.	
		Do, . . .	15091	Cleenfad, . . .	60	60	120	V.T.	
		Do, . . .	15045	Strookstown, . . . m.	150	—	150	V.T.	
	27	Banella, . . .	15083	St. Mary's Convent, . . .	—	600	600	V.T.	
		Roscommon, . . .	15129	Abbeycarton, . . .	175	175	350	V.T.	
		Elphin, . . .	15156	Ballinderry, . . .	50	50	100	V.T.	
		Kilbride, . . .	15219	Coersalra, . . .	50	50	100	V.T.	
		O'Galla, . . .	15306	Athleague, . . . m.	75	—	75	V.T.	
		Do, . . .	15309	Do, . . . f.	—	75	75	V.T.	
	35	Tisra, . . .	14930	Tisra, . . . f.	—	80	80	V.T.	
Sligo,	5	Ahamlish, . . .	15337	Castlegal, . . . m.	60	—	60	V.T.	
	12	Do, . . .	15230	Janemurry Island, . . .	30	30	60	V.T.	
		St. John's, . . .	15374	St. Vincent's Convent, . . .	—	200	200	V.T.	
	20	Kilmeahalan, . . .	14622	Dunbakin, . . .	60	60	120	V.T.	
		Kilmeahalan, . . .	15049	Largan, . . .	50	50	100	V.T.	
		Kilmeahalan, . . .	15257	Quigginan, . . .	50	50	100	V.T.	
	21	Ashoor, . . .	15343	Carrara, . . .	50	50	100	V.T.	
	22	Kilfee, . . .	15213	Cleamure, . . . m.	75	—	75	V.T.	
		Do, . . .	15214	Do, . . . f.	—	75	75	V.T.	
		Kilmeahalan, . . .	15217	Arilkeena, . . . m.	75	—	75	V.T.	
		Do, . . .	15218	Do, . . . f.	—	75	75	V.T.	
		Cleamaghall, . . .	15220	Carrowneagh, . . .	50	50	100	V.T.	
		Toomour, . . .	15342	Keash, . . .	50	50	100	V.T.	

Appendix.

Section II,
C.Schools
suspended.

IX.—LIST of SIX SCHOOLS (Vested) placed on Suspended List during Year to 30th September, 1899.

County.	Dist.	Roll No.	School.	How vested.	Parish.	Reason for placing School on Suspended List.
Donegal, . .	1	2336	Lettickenny Convent.	v.t.	Conwall, . .	Suspended by 13614.
Cork, . . .	48	13303	Ballymacondale, .	v.t.	Aghada, . .	Average insufficient.
Kerry, . . .	54	10167	Nohers, . . m.	v.t.	Neuval, . .	Do.
Longford, .	33	2215	Tenellek, . . m.	v.t.	Tashian, . .	Suspended by 14572/3.
Louth, . . .	25	11983	Dowdstown, . .	v.t.	Maplestown, .	Inoperative.
Mayo, . . .	21	2030	Swinford, . . m.	v.t.	Kilconduff, .	Suspended by 14302.

Suspended
Schools
re-opened.

X.—LIST of FOUR SUSPENDED SCHOOLS (Vested) re-opened during Year to 30th September, 1899.

County.	Dist.	Roll No.	School.	Parish.	How vested.
Monaghan, . .	13	1745	Fedoo, . . . m.	Tyholm, . .	v.t.
Tyrone, . . .	6	3926	Legloughda, . . m.	Bodoney, . .	v.t.
Do., . . .	14	11941	Fivemiletown, . . m.	Clogher, . .	v.g.
Queen's, . . .	44	1318	Ratha, . . . m.	Killaban, . .	A.

Schools on
Suspended
List.

XI.—LIST of ONE HUNDRED AND EIGHTY-TWO SCHOOLS (VESTED) on the Suspended List on 30th September, 1899.

County.	District.	Parish.	Roll No.	School.	How vested.
Antrim, . . .	5	Arney, . . .	1209	Breen, . . . m.	v.t.
Do., . . .	4	Cullightrin, . .	1353	Ballyverdock, . . m.	A.
Do., . . .	8	Tullyrask, . . .	5537	Dundrod, . . . f.	v.g.
Do., . . .	-	Shankill, . . .	6533	Cavehill, . . . f.	v.t.
Do., . . .	3A	Kilreest, . . .	7944	Belahill, . . .	v.g.
Cavan, . . .	23	Anaghbelliff, . .	129	Curlurgan, . . m.	A.
Do., . . .	-	Killeshandra, . .	143	Coronary, . . m.	v.t.
Do., . . .	-	Do., . . .	144	Do., . . . f.	v.t.
Do., . . .	-	Urney, . . .	157	Coalbagogue, . . m.	v.t.
Do., . . .	-	Do., . . .	158	Do., . . . f.	v.t.
Do., . . .	-	Anrogh, . . .	3570	Kilnaleck, . . . f.	v.g.
Do., . . .	-	Killeshandra, . .	11296	Killeshandra, . . f.	v.t.
Do., . . .	-	Drumhannon, . .	153	St. Joseph's, . . m.	v.t.
Do., . . .	-	Do., . . .	154	Do., . . . f.	v.t.
Do., . . .	-	Ballymacdough, .	138	Carrick, . . m.	v.t.
Do., . . .	24	Largan, . . .	2130	Lathen, . . . f.	v.t.
Donegal, . . .	1	Tullaghebegley, .	1184	Derrybeg, . . .	A.
Do., . . .	-	Conwal, . . .	1235	Lettickenny Convent, .	v.t.
Do., . . .	-	Do., . . .	2335	Do., . . .	v.t.
Do., . . .	2	Muff, . . .	2999	Ture, . . . L.	v.g.
Do., . . .	-	Fahan, Lower, . .	3204	Tullylish, . . . f.	v.g.
Do., . . .	5	Kilbaron, . . .	4421	Ballyshannon, . . f.	v.g.
Down, . . .	17	Bright, . . .	4748	Bright, . . . m.	v.g.
Do., . . .	-	Kilclief, . . .	10373	Kilclief, . . .	v.t.
Fermanagh, . .	13	Galloon, . . .	281	Drumberry, . . .	v.t.
Do., . . .	-	Magherculmenny, .	298	Tulnashy, . . .	v.t.
Do., . . .	-	Aghavea, . . .	11522	Bruckboro', . . m.	v.g.

XI.—LIST of ONE HUNDRED AND EIGHTY-TWO SCHOOLS (VENTED) on the Suspended List on 30th September, 1899—*continued.*

Appendix.

Section II.

C.

County.	District.	Parish.	Roll No.	School.	How vented.	Schools on Suspended List.
Londonderry, . . .	3	Killowen, . . .	3087	Killowen-street, . . m.	V.T.	
Do.,	-	Aghadowey, . . .	7672	Milltown, . . . f.	V.C.	
Do.,	7	Tamlaght O'Crilly, . .	3486	Drungarnar, . . f.	V.T.	
Do.,	-	Upper Cumber, . . .	5496	Gleamania, . . m.	V.C.	
Do.,	-	Maghera,	2096	Lennary, . . . f.	A.	
Do.,	-	Arctrea,	3093	Warwick Lodge, . .	V.T.	
Monaghan,	18	Tydavnet,	1778	Knechtsteden, . . f.	V.T.	
Do.,	-	Do.,	4653	Tullyrammish, . . f.	V.T.	
Do.,	-	Enatria,	10430	Cerravanan, . . f.	V.T.	
Do.,	-	Drumcraut,	10453	Drumsherry, . . f.	V.T.	
Do.,	24	Maghera,	367	Canickmacross, . . f.	V.T.	
Typree,	2	Donaghedy,	1260	Donaghedy,	A.	
Do.,	6	Badoney, Upper, . .	5673	Letterham, . . . f.	V.C.	
Do.,	14	Kilkeery,	3277	Peglish,	A.	
Do.,	-	Cappagh,	390	Carrihana, Lower, .	V.T.	
Do.,	-	Errigle Keeragae, . .	415	Glencall, m.	V.T.	
Do.,	-	Donaghedy,	3456	Blackfoot, f.	V.C.	
Do.,	-	Cappagh,	5345	Reylough,	A.	
Do.,	15	Kildress,	419	Dunamore,	V.T.	
Do.,	-	Pomeroy,	1142	Altmore, m.	V.C.	
Do.,	-	Kildress,	1376	Strawmashlemartin, .	V.T.	
Do.,	-	Donaghedy,	16500	Stewartstown, . .	V.C.	
Do.,	-	Do.,	2486	Do., (1),	V.T.	
Glenties,	42	Dynart,	1284	Maythee, m.	A.	
Do.,	-	Kilmoss,	3138	Cabernallag, . . m.	V.T.	
Do.,	-	Do.,	3199	Do.,	V.T.	
Do.,	-	Inchieronan,	2333	Ballinaman, . . m.	V.T.	
Do.,	-	Do.,	12590	Do.,	V.T.	
Do.,	45	Drumcliffe,	443	Newtoninstackpoole, m.	V.T.	
Do.,	-	Do.,	5314	Do.,	V.T.	
Do.,	51	Clonlea,	4438	Kilkeben, m.	V.T.	
Do.,	-	Do.,	4439	Do.,	V.T.	
Cork,	43	Aghada,	12368	Ballymacandrie, . .	V.T.	
Do.,	55	Kilmichael,	3590	Drumleigh, . . . f.	V.T.	
Do.,	-	Canovee,	3150	Canovee, m.	V.T.	
Do.,	-	Do.,	9486	Do.,	V.T.	
Do.,	-	Drishane,	1600	Millstreet (1), . .	V.T.	
Do.,	-	Nohovaldaly,	9244	Kingwilliamstown, m.	V.T.	
Do.,	-	Do.,	9245	Do.,	V.T.	
Do.,	-	Drishane,	10308	Millstreet (2), . . m.	V.T.	
Do.,	56	Britway,	3994	Britway,	V.T.	
Do.,	-	Doneraile,	4123	Shanahag, m.	V.T.	
Do.,	-	Blarney,	1542	Blarney,	V.T.	
Do.,	-	Kilsharrig,	10339	Kilsharrig,	V.T.	
Do.,	-	Doneraile,	1570	Ballyvenier, . . m.	V.T.	
Do.,	-	Carripleanleary, . .	12617	Clenor and Crag, . m.	V.T.	
Do.,	-	Monastunmy,	3387	Kneekacolletha, . m.	V.T.	
Do.,	58	Inchiguala,	3395	Ballingeary, . . m.	V.T.	
Do.,	59	Myraa,	2112	Consonneen, . . m.	A.	
Do.,	-	Do.,	2113	Do.,	A.	
Do.,	-	Skibbereen,	5141	Skibbereen (4), . .	V.T.	
Do.,	-	Ardfield,	10037	Ardfield, m.	V.T.	
Do.,	-	Castlehaven,	5716	Castletownacnd, . m.	V.C.	
Do.,	-	Do.,	5717	Do.,	V.C.	
Do.,	-	Killmeen,	12607	Ballygurtan, . . m.	V.T.	
Do.,	-	Tullagh,	1275	Sharkin Island, . .	V.T.	
Do.,	-	Creeagh,	3440	Skibbereen (2), . .	V.T.	
Do.,	60	Kinsale,	1612	Kinsale Monastery, .	V.T.	

Appendix. Section II., C.
 XI.—LIST of ONE HUNDRED AND EIGHTY-TWO SCHOOLS (VESTED) on the Suspended List on 30th September, 1899—continued.

Schools on Suspended List.	County.	District.	Parish.	Roll No.	School.	How vested.
Kerry.		39	Kilteavish.	10958	Lixnew.	f. V.T.
Do.,		—	Kilteavary.	2121	Gortnaskehi.	f. V.T.
Do.,		54	Dingle.	1278	Dingle.	m. V.T.
Do.,		—	Killiney.	2191	Castlegregory.	m. V.T.
Do.,		—	Do.,	2192	Do.,	f. V.T.
Do.,		—	Ballinacorney.	9423	Sya.	f. V.T.
Do.,		—	Nohoval.	10167	Nohoval.	m. V.T.
Do.,		55	Kilcummin.	2995	Rathmore.	f. V.T.
Do.,		57	Killarney.	1002	Gortagruilane.	f. V.T.
Do.,		—	Killinane.	2193	Pilemore.	m. V.T.
Do.,		—	Do.,	2194	Do.,	f. V.T.
Do.,		—	Templenac.	5148	Garraghballagh.	f. V.C.
Do.,		—	Kilcrohane.	8252	Sneem.	f. V.C.
Do.,		—	Do.,	10099	Lettistinish.	f. V.C.
Do.,		58	Kenmare.	2850	Kenmare.	f. A.
Limerick.		46	Kilteely.	1980	Kilteely.	m. V.T.
Do.,		—	Do.,	1987	Do.,	f. V.T.
Do.,		43	Kilkea.	1402	Kilkea.	m. V.T.
Do.,		—	Do.,	1610	Do.,	f. V.T.
Tipperary.		36	Cloughprior.	2076	Carney.	m. V.T.
Do.,		—	Borrisokane.	2694	Kyle Park.	m. V.C.
Do.,		46	Templeclary.	10423	Ardara.	m. V.T.
Do.,		51	Kilvullan.	11742	Newport.	f. V.T.
Do.,		53	Reelickmurray and Athassel.	15705	Lagganstown.	f. V.T.
Do.,		—	Do.,	9450	Ballyarrow.	f. V.C.
Waterford.		48	Tallow.	3490	Kilgall.	m. A.
Do.,		—	Do.,	4318	Ballydaff.	f. V.T.
Do.,		53	Methell.	4187	Coolsharone.	f. V.T.
Wexford.		40	Rathmichael.	8235	Ballycorra.	m. V.T.
Kildare.		37	Cloncurry.	1497	Newtown.	f. V.T.
Do.,		—	Donaghmore.	5351	Abhey.	f. V.C.
Do.,		44	Dunmanogoe.	2712	Levitstown.	f. V.T.
Kilkenny.		47	Grange.	790	Church Hill.	f. V.T.
Do.,		—	Powestown.	1155	Shanvosthane.	f. V.T.
Do.,		—	St. John's.	3413	St. John's.	f. V.T.
Do.,		—	Do.,	10628	St. John's Preparatory.	m. V.T.
Do.,		49	Lisnahan.	2877	Mullinahill.	f. V.T.
Do.,		—	Dysertmore.	1841	Do.,	f. V.T.
King's.		35	Drumshellan.	2414	Thomastown.	m. V.T.
Do.,		41	Kilbride.	829	Tullamore.	m. V.T.
Longford.		28	Colunahill.	2372	Clonoe.	f. V.T.
Do.,		—	Casbel.	1208	Currighboy.	m. V.T.
Do.,		—	Do.,	1495	Do.,	f. V.T.
Do.,		33	Tashinny.	2438	Tonahill.	f. V.T.
Do.,		—	Do.,	2215	Do.,	m. V.T.
Louth.		25	Drumshellan.	1305	Killystown.	m. A.
Do.,		—	Rathdrummin.	1593	Walshstown.	m. V.T.

XI.—LIST OF ONE HUNDRED AND EIGHTY-TWO SCHOOLS (VESTED) ON the Suspended List on 30th September, 1899.—continued.

Appendix.
Section II,
C.

County.	District.	Parish.	Roll No.	School.	How vested.	Schools on Suspended List.
Leath-rann, . . .	25	Termoneckin, . . .	2004	Carrtown, . . . f.	V.T.	
Do., . . .	—	Ardee, . . .	2065	Ardee Monastery, m. l.	V.T.	
Do., . . .	—	Maplestown, . . .	11963	Dowdstown, . . .	V.T.	
Mouth, . . .	25	Kilharvin, . . .	1174	Mount Hanover, . . f.	V.T.	
Do., . . .	—	Clongalvey, . . .	2068	Clongalvey, . . . m.	V.T.	
Do., . . .	29	Boardsmill, . . .	1827	Batterstown, . . .	V.T.	
Do., . . .	—	Cashinstown, . . .	3147	Cashinstown, . . . f.	V.T.	
Do., . . .	—	Kilbalkin, . . .	3812	Cornale, . . . f.	V.T.	
Do., . . .	—	Clenmaduff, . . .	4069	Tullaghan-town, . .	V.T.	
Do., . . .	—	Arbary, . . .	362	Frinze, . . . m.	V.T.	
Do., . . .	—	Do., . . .	3291	Do., . . . f.	V.T.	
Do., . . .	28	Trim, . . .	4305	Phillonstown, . . .	V.T.	
Queen's, . . .	44	Tullymoy, . . .	1625	Luggacurren, . . . m.	V.C.	
Do., . . .	—	Kilshin, . . .	4779	Kilshin, . . . f.	V.C.	
Westmeath, . . .	31	Ballyloughlee, . . .	930	Mount Temple, . . m.	V.T.	
Do., . . .	—	Do., . . .	1208	Do., . . . f.	V.T.	
Do., . . .	—	Ballymanin, . . .	1313	Newbrinny, . . . m.	V.T.	
Do., . . .	29	Cashinstown Delvin, .	2362	Crowanstown, . . . m.	V.T.	
Do., . . .	41	Rahugh, . . .	12906	Rahugh, . . . f.	V.T.	
Wexford, . . .	43	Hook, . . .	11995	Leftus Hall, . . . f.	V.T.	
Do., . . .	59	Ballyhoge, . . .	1491	Galbally, . . . f.	V.T.	
Do., . . .	—	Rosodroit, . . .	5037	Coarctasoudy, . . m.	V.C.	
Do., . . .	—	Carrick, . . .	10750	Barnstown, . . . f.	V.T.	
Do., . . .	—	Marshallstown, . .	12740	Marshallstown, . . m.	V.T.	
Wicklow, . . .	40	Rathdram, . . .	5950	Rathdram, . . . f.	V.C.	
Galway, . . .	26	Ballinakill, . . .	1319	Tully, . . .	V.T.	
Do., . . .	34	Kilcummin, . . .	4767	Oughlarnard, . . . f.	V.C.	
Do., . . .	32	Killiererin, . . .	2173	Bernaderry, . . . m.	V.T.	
Do., . . .	—	Do., . . .	3389	Do., . . . f.	V.T.	
Do., . . .	—	Moyras, . . .	3866	Murvey, . . . f.	V.C.	
Do., . . .	—	Oranmore, . . .	8799	Nenlough, . . . m.	V.T.	
Do., . . .	34A	Oranmore, . . .	4507	Oranmore, . . .	V.C.	
Do., . . .	35	Lickerig, . . .	1609	Lickerig, . . . f.	V.T.	
Do., . . .	—	Longtown, . . .	1911	Longtown, . . . f.	V.T.	
Do., . . .	62	Kilbenny, . . .	1325	Kilbenny, . . . m.	V.T.	
Do., . . .	—	Do., . . .	1520	Do., . . . f.	V.T.	
Do., . . .	—	Kilbenny, . . .	4791	Gort, . . . f.	V.C.	
Do., . . .	—	Kilvarra Dooness, .	8057	Kilvarra, . . . f.	V.T.	
Mayo, . . .	20	Crossmolina, . . .	4010	Richmond, . . . m.	V.T.	
Do., . . .	—	Do., . . .	4011	Do., . . . f.	V.T.	
Do., . . .	—	Taconnere, . . .	12035	Foxford, . . . f.	V.T.	
Do., . . .	21	Kilcassidy, . . .	2931	Swinsford, . . . i.	V.T.	
Do., . . .	—	Do., . . .	2089	Do., . . . m.	V.T.	
Do., . . .	26	Killedan, . . .	1613	Newtownbrowne, . .	A.	
Do., . . .	—	Angbawl, . . .	2823	Murrisk, . . . m.	A.	
Do., . . .	—	Barrinacole, . . .	4631	Newport Pratt, . . f.	V.T.	
Monaghan, . . .	35	St. Peter's, . . .	4136	Doonack, . . . f.	V.T.	
Do., . . .	—	Carr, . . .	1063	Carrick, . . . f.	V.T.	
Do., . . .	22	Killukin, . . .	2494	Cortober, . . . f.	V.T.	
Sligo, . . .	20	Kilmacnagoe, . . .	4489	Camlarock, . . .	V.T.	

Appendix.
Section II.,
C.Model
School De-
partments
closed.

XII.—LAST OF NINETEEN VESTED MODEL SCHOOL DEPARTMENTS* closed.

County.	District.	Roll No.	School.	Parish.	How voted.
Cavan, . . .	24	8514	Ballisboro' Model, i.	Ballisboroough, . . .	V.C.
Tipperrary, . . .	53	3635	Clonmel, . . . i.	Clonmel, . . .	V.C.
Waterford, . . .	49	9976	Waterford, . . . i.	St. John's, . . .	V.C.
Dublin, . . .	49A	4903	Glanswilly, . . . f.	Glanswilly, . . .	V.C.
Do., . . .	-	8653	Central, . . . (2)m.	St. Thomas', . . .	V.C.
Do., . . .	-	8654	Do., . . . (3) "	Do., . . .	V.C.
Do., . . .	-	8655	Do., . . . (4) "	Do., . . .	V.C.
Do., . . .	-	8656	Do., . . . (5) "	Do., . . .	V.C.
Do., . . .	-	8657	Do., . . . (2) f.	Do., . . .	V.C.
Do., . . .	-	8658	Do., . . . (5) "	Do., . . .	V.C.
Do., . . .	-	8659	Do., . . . (4) "	Do., . . .	V.C.
Kildare, . . .	44	6210	Athy, . . . f.	St. Michael's, . . .	V.C.
Do., . . .	-	6615	Do., . . . i.	Do., . . .	V.C.
Kilkenny, . . .	47	6983	Kilkenny, . . . i.	St. Patrick's, . . .	V.C.
King's, . . .	26	7351	Parsonstown, . . . i.	Bier, . . .	V.C.
Meath, . . .	23	5631	Trim, . . . f.	Trim, . . .	V.C.
Do., . . .	-	5632	Do., . . . i.	Do., . . .	V.C.
Wexford, . . .	50	7786	Ennisceorthy, . . . i.	St. Mary's (Ennisceorthy), . . .	V.C.
Galway, . . .	34A	6214	Galway, . . . L.	Raboon, . . .	V.C.

* The Roll number of the Infant Department of Dunmurry Model School was cancelled.

Summary. XIII.—GENERAL SUMMARY OF OPERATION, BUILDING, and SUSPENDED SCHOOLS in connexion on 30th September, 1899.

County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total	County.	Operation Schools.	Building Schools.	Suspended Schools.*	Total
Astrin, . . .	691	22	5	718	Kildare, . . .	105	3	5	113
Armagh, . . .	279	4	-	283	Kilkenny, . . .	186	6	7	199
Cavan, . . .	292	9	12	313	King's, . . .	192	2	3	197
Donegal, . . .	454	16	6	476	Longford, . . .	113	11	5	129
Dawn, . . .	497	13	2	512	Louth, . . .	107	6	5	118
Fermanagh, . . .	184	1	3	188	Meath, . . .	179	2	11	192
Londonderry, . . .	398	6	6	410	Queen's, . . .	123	3	2	128
Monaghan, . . .	189	7	5	201	Westmeath, . . .	138	5	5	148
Tyrone, . . .	375	10	12	397	Wexford, . . .	177	6	6	189
Clare, . . .	256	17	9	282	Wicklow, . . .	130	2	1	133
Cork, . . .	753	13	26	792	Galway, . . .	457	16	14	487
Kerry, . . .	361	12	15	388	Leitrim, . . .	200	14	-	214
Limerick, . . .	266	6	4	276	Mayo, . . .	423	24	8	455
Tipperrary, . . .	328	14	7	349	Roscommon, . . .	244	14	8	266
Waterford, . . .	142	4	4	150	Sligo, . . .	217	13	1	231
Carlow, . . .	82	1	-	83					
Dublin, . . .	333	6	9	348	Total, . . .	8,670	230	201	9,101

* Including amalgamated Model School Departments.

APPENDIX D.—ATTENDANCE, &c., AT SCHOOLS OF SPECIAL CHARACTER. *Appendix.*I.—CONVENT AND MONASTERY SCHOOLS. *Section II.*

(a.) Convent Schools paid by Capitation; (b.) Convent Schools paid by Classification; (c.) Monastery Schools paid by Capitation; (d.) Monastery Schools paid by Classification; (e.) Summary according to Religious Orders; and (f.) General Summary. *Convent Schools.*

(a.)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID BY CAPITATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Roll on 1st day of School Year.	Average Daily Attendance.
ULSTER.						
Co. ANTRIM,	8	4224	Lisburn, . . . f.	Sacred Heart, . . .	217	149
"	"	7059	Cramlin-road, . . f.	Sisters of Mercy, . .	393	210
"	"	10366	St. Catherine's, . . f.	Dominicans, . . .	491	270
"	"	13643	Star of the Sea, . . f.	Sisters of Mercy, . .	337	211
"	"	14136	St. Joseph's, Cramlin-road, . . . f.	do., . . .	121	54
"	"	8056	St. Malachy's, . . f.	do., . . .	396	260
	6			Total, . . .	1,775	1,162
Co. ARMAGH,	11	5719	Edward-street, . . Inf.	Sisters of Mercy, . .	440	325
"	"	15183	Church-place, . . f.	do., . . .	311	81
"	16	8220	Mt. St. Catherine, . . f.	Sacred Heart, . . .	346	213
"	"	10656	Keady, . . . f.	Poor Clares, . . .	219	153
"	19	7506	Canal-street, . . f.	Sisters of Mercy, . .	496	280
"	"	13968	Magherahilly, . . f.	do., . . .	245	160
	6			Total, . . .	1,807	1,212
Co. CAVAN,	23	8450	Cavan, . . . f.	Poor Clares, . . .	299	201
"	"	10176	Ballyjamesduff, . . f.	do., . . .	153	112
"	"	11739	Belincheil, . . . f.	Sisters of Mercy, . .	197	156
"	24	12993	Castell, . . . i.	do., . . .	103	62
	4			Total, . . .	752	511
Co. DUBLIN,	1	15016	Letterkenny, . . f.	Loretto, . . .	104	76
"	2	2055	Glenlogher, sen. m. & f.	Sisters of Mercy, . .	86	55
"	"	9270	Merrife, . . . f.	do., . . .	163	124
"	"	10639	St. Patrick's, . . f.	do., . . .	167	99
"	5	7363	Ballyshaheen (2), . . f.	do., . . .	169	115
	5			Total, . . .	689	469
Co. DOW,	17	10233	Mt. St. Patrick, . . f.	Sisters of Mercy, . .	323	212
"	19	243	St. Clare's, . . . f.	Poor Clares, . . .	563	367
"	"	9725	Rostrevor, . . . f.	Sisters of Mercy, . .	93	65
"	"	13732	Warrenpoint, . . f.	do., . . .	132	96
	4			Total, . . .	1,116	773
Co. L'DUBH,	2	6166	St. Eugene's Cathedral, f.	Sisters of Mercy, . .	636	465
"	"	13312	St. Patrick's (2), . . f.	do., . . .	378	263
"	"	14596	St. Columba's, . . f. i.	do., . . .	161	116
"	"	14899	do., . . . m. i.	do., . . .	195	133
"	"	14915	Nazareth House, . . f.	Sisters of Nazareth, . .	153	135
"	7	14007	St. Mary's, Magherafelt, f.	Immaculate Conception, . .	64	50
"	"	15046	St. Mary's, . . . i.	do., . . .	84	59
	7			Total, . . .	1,671	1,219

Appendix.
Section II.
D.
Convent
Schools.

(a.)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID BY
CAPITATION—continued.

PROVINCE AND COUNTY.	Dioclet.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Roll on last day of Previous Year.	Average Daily Attendance
ULSTER—cont.						
Co. TIRONE, . . .	6	10110	Strabane, . . .	f. Sisters of Mercy, . . .	492	543
" . . .	14	14273	Omagh, . . .	f. Loretto, . . .	265	173
" . . .	15	13514	Cookstown, . . .	f. Sisters of Mercy, . . .	257	192
" . . .	-	14430	St. Patrick's, . . .	f. do., . . .	333	220
	4			Total, . . .	1,302	528
MUNSTER.						
Co. CLARE, . . .	42	16644	Ennistymon, . . .	f. Sisters of Mercy, . . .	304	196
" . . .	-	12992	Tulla, . . .	f. do., . . .	219	164
" . . .	-	15169	Killaloe, . . .	f. do., . . .	124	84
" . . .	43	7315	Ennis, . . .	f. do., . . .	513	335
" . . .	-	11860	Kilkee, . . .	f. do., . . .	273	165
" . . .	-	13374	Kilrush, . . .	f. do., . . .	503	312
	6			Total, . . .	1,936	1,279
Co. COCK, . . .	46	512	Midleton, . . .	f. Presentation, . . .	666	439
" . . .	-	3628	Youghal, . . .	f. do., . . .	362	241
" . . .	-	6376	Queenstown, . . .	f. Sisters of Mercy, . . .	605	335
" . . .	-	7419	St. Mary's (Carrigtoshill)	f. Poor Servants of the Mother of God and the Poor.	183	119
" . . .	-	13456	Rushbrook, . . .	f. Sisters of Mercy, . . .	97	76
" . . .	52	1341	Charleville, . . .	f. do., . . .	131	83
" . . .	-	13031	St. Joseph's, . . .	f. do., . . .	233	152
" . . .	55	2278	Millstreet, . . .	f. Presentation, . . .	326	200
" . . .	-	10647	Marroon, . . .	f. Sisters of Mercy, . . .	466	261
" . . .	-	10232	Kantark, . . .	f. do., . . .	217	140
" . . .	56	2258	Fernoy, . . .	f. Presentation, . . .	548	338
" . . .	-	4268	Dromdale, . . .	f. do., . . .	151	120
" . . .	-	4630	Mallow, . . .	f. Sisters of Mercy, . . .	463	325
" . . .	-	11853	Buttevant, . . .	f. do., . . .	191	123
" . . .	-	12791	Midleton, . . .	f. Presentation, . . .	309	203
" . . .	58	9161	Bantry, . . .	f. Sisters of Mercy, . . .	304	203
" . . .	-	13372	St. Patrick's, . . .	m.f. do., . . .	201	118
" . . .	50	7651	Cloosully, . . .	f. do., . . .	338	203
" . . .	-	8430	Skibbereen, . . .	f. do., . . .	376	204
" . . .	-	13661	St. Mary's, . . .	f. Sisters of Charity, . . .	266	160
" . . .	-	13662	Do., . . .	f. do., . . .	251	151
" . . .	-	14815	Roscarbery, . . .	f. Sisters of Mercy, . . .	310	229
" . . .	60	4572	Kinnalea, . . .	f. do., . . .	640	417
" . . .	-	5257	Bandon, . . .	f. Presentation, . . .	483	339
" . . .	-	5940	Blackrock, . . .	f. Ursuline, . . .	122	83
" . . .	-	6153	St. Finbar's, . . .	f. do., . . .	1,094	756
" . . .	-	12218	Clarence-street, . . .	f. do., . . .	638	416
" . . .	-	13696	St. Vincent's, . . .	f. Sisters of Charity, . . .	1,036	310
" . . .	-	14000	St. Joseph's, . . .	f. Sisters of Mercy, . . .	1,348	822
" . . .	-	14105	Clarence-street, . . .	f. Presentation, . . .	527	406
" . . .	-	14384	St. Finbar's, . . .	m.f. do., . . .	266	148
" . . .	60A	6414	Passage West, . . .	f. Sisters of Mercy, . . .	313	227
	32			Total, . . .	13,593	9,584
Co. KERRY, . . .	38	4662	Listowel, . . .	f. Presentation, . . .	328	245
" . . .	-	11849	Linnaw, . . .	f. do., . . .	170	113
" . . .	-	13233	Ballyvaughan, . . .	f. Sisters of Mercy, . . .	151	99
" . . .	54	1859	Milltown, . . .	f. Presentation, . . .	144	108
" . . .	-	13530	Maydown, . . .	f. Sisters of Mercy, . . .	603	364
" . . .	-	13615	Tralee (2), . . .	f. do., . . .	316	206
" . . .	-	11932	Castleland, . . .	f. Presentation, . . .	307	376
" . . .	57	10050	St. Gertrude's, . . .	f. Loretto, . . .	63	45
	8			Total, . . .	2,489	1,806

(a.)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Appendix.
Section II.,
D.
Convent
Schools.

Province and County.	Parish.	Roll No.	School.	Religious Order of Community.	No. of Pupils as taken on last day of Month Year.	Average Daily Attendance
MUNSTER—con.						
Co. LIMERICK.	39	7483	Albanydale, . . . f.	Sisters of Mercy, . . .	266	193
"	46	7515	Cappamore, . . . f.	do., . . .	162	126
"	"	13856	Hospital, . . . f.	Presentation, . . .	212	147
"	"	14025	Deon, . . . f.	Sisters of Mercy, . . .	353	267
"	51	579	SS. Mary and Maudlin's, f.	do., . . .	789	555
"	"	5143	Pery-square, . . . f.	do., . . .	250	170
"	"	5547	Sexton-street, . . . f.	Presentation, . . .	616	416
"	"	6336	St. John's-square, . . f.	Sisters of Mercy, . . .	702	496
"	"	9236	Adaze, . . . f.	do., . . .	128	88
"	"	16634	Ma. St. Vincent, . . f.	do., . . .	159	123
"	"	11197	Bruff, . . . f.	Faithful Companions of Jesus, . . .	234	155
"	"	12718	St. Vincent de Paul, . i.	Sisters of Mercy, . . .	448	273
"	"	13480	St. Mary's, . . . m. i.	do., . . .	250	174
"	"	14199	St. John's square, . m. i.	do., . . .	233	143
"	"	14598	Sexton-street, . . . t.	Presentation, . . .	461	251
"	52	6932	St. Catherine's, . . . f.	Sisters of Mercy, . . .	216	175
"	"	6569	St. Anne's, . . . f.	do., . . .	264	188
"	"	12975	St. Joseph's, . . . i.	do., . . .	232	135
"	"	14555	Do., . . . f.	do., . . .	192	124
	19		Total, . . .		6,167	4,202
Co. TIPPERARY.	36	2133	Airhill, . . . f.	Sacred Heart, . . .	262	136
"	"	7392	Netagh, . . . f.	Sisters of Mercy, . . .	477	323
"	"	13371	Borrisokane, . . . f.	do., . . .	262	157
"	43	3486	Borrisaleigh, . . . f.	do., . . .	124	93
"	"	4668	Ycharrow, . . . f.	Presentation, . . .	582	398
"	"	5407	Templemore, . . . f.	Sisters of Mercy, . . .	215	144
"	"	14679	Bellingarry, . . . f.	Presentation, . . .	179	114
"	"	12751	Tonagh, . . . f.	Sisters of Mercy, . . .	96	62
"	46	9432	Tipperary, . . . f.	do., . . .	540	299
"	53	501	Cashel, . . . f.	Presentation, . . .	364	248
"	"	4134	Clogheen, . . . f.	Sisters of Mercy, . . .	81	60
"	"	7232	Drangan, . . . f.	do., . . .	149	160
"	"	8903	Pethard, . . . f.	Presentation, . . .	261	192
"	"	10120	Cahir, . . . f.	Sisters of Mercy, . . .	344	245
"	"	10437	Ballymoreen, . . . f.	do., . . .	164	127
"	"	11672	Carriek-on-Suir, . . f.	Presentation, . . .	625	432
"	"	12543	Marion-street, . . f.	Sisters of Charity, . . .	765	506
"	"	13107	St. Joseph's (Carriek-on-Suir), . . . f.	Sisters of Mercy, . . .	238	163
"	"	13186	Clogheen, . . . i.	do., . . .	106	84
"	"	13404	New Inn, . . . f.	do., . . .	112	76
	29		Total, . . .		5,906	4,099
Co. WATERFORD.	48	3228	Cappoquin, . . . f.	Sisters of Mercy, . . .	105	69
"	"	12911	Limore, . . . f.	Presentation, . . .	244	178
"	"	14627	Cappoquin, . . . t.	Sisters of Mercy, . . .	125	101
"	43	11556	Kilmacothomas, . . f.	do., . . .	82	76
"	"	11844	Waterford, . . . f.	Presentation, . . .	580	381
"	"	12007	Perrybank, . . . f.	Sacred Heart, . . .	234	141
"	"	12007	Dungarvan (23), . . f.	Presentation, . . .	279	192
"	"	12334	Star of the Sea, . . f.	Sisters of Charity, . . .	232	174
"	"	12403	St. Joseph's, . . . f.	do., . . .	737	609
"	"	12522	Porthor, . . . f.	Sisters of Mercy, . . .	255	185
"	"	12535	St. John's (2), . . . f.	Ursuline, . . .	408	303
"	"	12578	Dunmore, East, . . f.	Sisters of Mercy, . . .	144	116
"	"	12620	Stradbally, . . . f.	do., . . .	151	97
"	"	15079	St. Alphonsus, . . . f.	St. John of God, . . .	117	85
"	53	12180	Glennel, . . . f.	Presentation, . . .	375	258
	15		Total, . . .		4,132	2,993

Appendix.
Section II.,
D.
Convent
Schools.

(a).—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID
BY CAPITATION—continued.

PROVINCE AND COUNTY	District	Roll No.	School.	Religious Order of Community.	No. of Pupils as last day of School Year.	Average Daily Attendance
LEINSTER.						
Co. CARLOW.	44	656	Carlow, . . .	f. Presentation, . . .	457	323
"	"	14010	Do, . . .	i. Sisters of Mercy, . . .	502	150
"	"	13507	Tullow, . . .	f. Brigidine, . . .	294	200
"	47	1926	Bagenstown, . . .	f. Presentation, . . .	473	235
Total, . . .					1,626	1,311
Co. DUBLIN.	50	1149	King's Inns-st., . . .	f. Sisters of Charity, . . .	1,194	845
"	"	5933	George's-hill, . . .	f. Presentation, . . .	674	289
"	"	9932	Stanhope-street, . . .	f. Sisters of Charity, . . .	723	523
"	"	11083	Baldyle, . . .	f. do., . . .	173	123
"	"	12400	Calra, . . .	f. Dominican, . . .	145	145
"	"	12443	Gardiner-street, . . .	f. Sisters of Charity, . . .	1,537	1,044
"	"	15867	Mount Sackville, . . .	f. St. Joseph's, . . .	133	78
"	"	14515	East Wall, . . .	f. Sisters of Charity, . . .	280	177
"	"	15056	Sa. Vincent's, . . .	f. do., . . .	833	619
"	"	16321	Do, junior f. do., . . .	"	"	"
"	36A	742	St. James's (1), . . .	f. St. Joseph's, . . .	973	513
"	"	2018	Baginbroad-street, . . .	f. Sisters of Mercy, . . .	1,494	103
"	"	13447	Lacan, . . .	f. Presentation, . . .	239	146
"	37	7032	Loxam-hill, . . .	f. Loretto, . . .	613	331
"	"	7546	Golden Bridge, . . .	f. Sisters of Mercy, . . .	679	346
"	"	7885	Clonsilla, . . .	f. Presentation, . . .	209	160
"	"	11044	Weaver's-square, . . .	f. Sisters of Mercy, . . .	1,184	719
"	"	1271	Our Lady's Mount, . . .	f. Sisters of Charity, . . .	427	290
"	"	13611	Warrenstown, . . .	f. Presentation, . . .	906	596
"	40	1985	Boystown, . . .	f. Sisters of Mercy, . . .	246	163
"	"	5660	Kingstown, . . .	f. Dominican, . . .	1,045	745
"	"	11832	Mount Anville, . . .	f. Sacred Heart, . . .	117	67
"	"	11894	Sandymount, . . .	f. Sisters of Charity, . . .	353	285
"	"	12509	St. Anne's, . . .	f. do., . . .	171	134
"	"	14586	Blackrock, . . .	f. Sisters of Mercy, . . .	544	345
"	40A	729	Lacetta, . . .	f. Loretto, . . .	111	71
"	"	7132	Dalkey, . . .	f. do., . . .	245	176
"	"	7608	Glenthale, . . .	f. Sisters of Mercy, . . .	291	215
"	"	11569	Townsend-street, . . .	f. do., . . .	867	521
"	"	13612	St. Joseph's, Terenure, f. Presentation, . . .	"	424	253
Total, . . .					16,882	10,393
Co. KILDARE.	37	779	Maynooth, . . .	f. Presentation, . . .	232	154
"	"	1151	Clonsilla, . . .	f. do., . . .	112	72
"	"	3946	Nans, . . .	f. Sisters of Mercy, . . .	510	233
"	"	11976	Kilcock, . . .	f. Presentation, . . .	197	131
"	41	782	Monastercavan, . . .	f. Sisters of Mercy, . . .	134	71
"	"	15782	Do, . . .	f. do., . . .	89	48
"	44	771	Kildare, . . .	f. Presentation, . . .	339	215
"	"	2106	Newbridge, . . .	f. Immaculate Conception, . . .	225	141
"	"	11745	Grant Connell, . . .	f. do., . . .	133	94
"	"	11806	Kilcullen, . . .	f. Sacred Heart, . . .	147	143
"	"	13573	St. Michael's (Athy), f. Sisters of Mercy, . . .	"	686	365
Total, . . .					2,569	1,647
Co. KILKENNY.	47	2181	Thomastown, . . .	f. Sisters of Mercy, . . .	129	99
"	"	9134	Gorebridge, . . .	f. Brigidine, . . .	143	106
"	"	10478	St. Patrick's, . . .	f. St. John of God, . . .	219	226
"	"	10635	Castlemore, . . .	f. Presentation, . . .	303	249
"	"	11175	Thomastown, . . .	f. Sisters of Mercy, . . .	149	69
"	"	13675	Callan Lodge, . . .	f. do., . . .	327	221
"	"	13886	Kilkenny, . . .	f. Presentation, . . .	635	481
"	43	5437	Monasterevin, . . .	f. do., . . .	140	116
Total, . . .					2,304	1,587

(a.)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—*continued*.Appendix.
Section II.,
D.
Convent
Schools.

DISTRICT AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Roll on last day of School Year.	Average Daily Attendance.
LEINSTER—cont.						
KING'S CO.,	36	3220	Warr, f.	Sisters of Mercy, . . .	311	239
"	"	5913	Frankford, f.	do.,	183	133
"	"	13503	St. Rynagh's (Dunagher) f.	Sacred Heart,	158	111
"	41	1523	Killena, f.	Presentation,	160	91
"	"	2080	Yallamere, f.	Sisters of Mercy, . . .	577	410
"	"	7471	Portarlington, f.	Presentation,	276	192
"	"	13118	Clara, f.	Sisters of Mercy, . . .	268	174
	7			Total,	1,943	1,350
Co. LONDONDERRY,	28	12942	St. Joseph's, f.	Sisters of Mercy, . . .	485	349
"	"	18846	Grassan, f.	do.,	199	196
"	33	3865	Ballymahon, f.	do.,	170	117
	3			Total,	854	592
Co. LOUTH,	25	651	Dragheda, f.	Presentation,	623	445
"	"	5387	Dundalk (2), f.	Sisters of Mercy, . . .	656	635
"	"	8445	Ardee (2), f.	do.,	196	121
"	"	10475	St. Vincent's, m. l.	Sisters of Charity, . . .	397	184
"	"	14651	Castletown Road, f.	Sisters of Mercy, . . .	250	189
	5			Total,	3,220	1,585
Co. MEATH,	25	3052	St. Mary's, f.	Sisters of Mercy, . . .	331	232
"	29	633	Navan (1), f.	Loretto,	334	211
"	"	7473	Do (2), f.	Sisters of Mercy, . . .	598	412
"	"	10913	Trim, f.	do.,	282	164
"	"	12068	Kells, f.	do.,	482	355
	5			Total,	2,027	1,374
QUEEN'S CO.,	41	1556	Ballyroan, f.	Brigidine,	93	70
"	"	7183	Mountmellick, f.	Presentation,	216	170
"	"	7443	Borris-in-Ossery, f.	Sisters of Mercy, . . .	157	93
"	"	13343	Cootestown, f.	Brigidine,	168	122
"	"	13586	Maryborough, f.	Presentation,	419	253
"	"	13613	Abberley, f.	Brigidine,	238	158
"	44	13837	Stradbally, f.	Presentation,	201	131
	7			Total,	1,472	1,037
Co. WESTMEATH,	33	534	Mullingar, f.	Presentation,	431	316
"	"	6682	Nooch, f.	Sisters of Mercy, . . .	298	154
"	"	14603	Rosford Bridge, f.	do.,	143	91
"	35	12417	St. Mary's, f.	Sacred Heart,	254	183
"	41	14491	Kilbeggan, f.	Sisters of Mercy, . . .	263	174
	5			Total,	1,497	920

Appendix.
Section II.
D.
Convent
Schools.

(a.)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID
BY CAPITATION—continued.

PROVINCE AND COUNTY.	Diocesan.	Roll No.	School.	Religious Order of Community.	No. of Pupils on last day of School Year.	Average Daily Attendance.
LEINSTER—CON.						
CO. WEXFORD.	49	967	New Ross (1), . . . f.	Carmelite, . . .	430	274
"	"	10622	Ramsgange, . . . f.	St. Louis, . . .	69	48
"	"	14644	St. Joseph's, . . . f.	Sisters of Mercy, . . .	327	210
"	"	14755	Ballyhack, . . . f.	St. Louis, . . .	99	67
"	50	969	Wexford, . . . f.	Presentation, . . .	634	461
"	"	3634	Newtownsharry, . . . f.	Faithful Companions, . . .	118	86
"	"	3924	Guery, . . . f.	Loretto, . . .	238	169
"	"	6058	Presentation Convent, . . .			
"	"		Kamscorthy, . . . f.	Presentation, . . .	482	274
"	"	6624	Kilteak, . . . f.	St. John of God, . . .	110	71
"	"	8221	Templebannon, . . . f.	Sisters of Mercy, . . .	343	218
"	"	11361	Faythe, . . . f.	St. John of God, . . .	417	336
"	"	11986	Summerhill, . . . f.	Sisters of Mercy, . . .	153	90
"	"	12566	St. Mary's, George's-st., . . .	do., . . .	462	336
	15			Total, . . .	3,919	2,430
CO. WICKLOW.	49	10162	St. Michael's, . . . f.	Sisters of Mercy, . . .	95	70
"	"	16418	Wicklow, . . . f.	Dominican, . . .	249	202
"	"	13982	Arklow, . . . f.	Sisters of Mercy, . . .	350	265
"	"	14994	St. Patrick's (Bray), . . . f.	Loretto, . . .	211	182
"	44	14663	Baltinglass, . . . f.	Presentation, . . .	241	226
	5			Total, . . .	1,326	861
CONNAUGHT.						
CO. GALWAY.	32	12284	Town (1), . . . f.	Presentation, . . .	273	174
"	"	12259	Do. (2), . . . f.	Sisters of Mercy, . . .	402	268
"	34	1013	Rahoon, . . . f.	Presentation, . . .	465	326
"	"	4515	Newtownsmith, . . . f.	Sisters of Mercy, . . .	619	416
"	"	12945	Carna, . . . f.	do., . . .	67	46
"	"	13196	Chilfen, . . . f.	do., . . .	273	117
"	"	12439	Oughterard, . . . f.	do., . . .	280	216
"	34a	12181	Clonsilla, . . . f.	Sisters of Charity, . . .	117	67
"	"	13363	Oranmore, . . . f.	Presentation, . . .	157	77
"	35	6632	St. Vincent's, . . . f.	Sisters of Mercy, . . .	322	227
"	"	6829	Ballinasloe, . . . f.	do., . . .	434	311
"	"	14158	St. Joseph's, . . . f.	do., . . .	197	133
"	42	11707	Kinnara, . . . f.	do., . . .	155	89
"	"	13908	Gort, . . . f.	do., . . .	248	247
	14			Total, . . .	4,103	2,750
CO. LEITRIM.	28	13770	Mobill, . . . f.	Sisters of Mercy, . . .	299	155
"	31	2921	Ballinamore, . . . f.	do., . . .	92	67
"	"	12990	Car-on-Shannon, . . . f.	Mariist, . . .	256	193
"	"	13614	Ballinamore, . . . f.	Sisters of Mercy, . . .	58	34
	4			Total, . . .	535	437
CO. MAYO.	29	14176	St. John's (Ferryford), . . . f.	Sisters of Charity, . . .	99	67
"	"	14345	Do., . . . f.	do., . . .	112	89
"	24	7713	Swineford, . . . f.	Sisters of Mercy, . . .	276	171
"	"	13392	St. Francis Xavier's, . . . f.	Sisters of Charity, . . .	267	166
"	"	13928	St. Aidan's (Kiltimagh), . . . f.	St. Louis, . . .	177	112
"	26	12255	St. Patrick's, . . . f.	Sisters of Mercy, . . .	510	343
"	"	12517	St. Joseph's, . . . f.	do., . . .	177	122
"	"	14410	St. Angela's, . . . f.	do., . . .	419	293
"	32	12259	Mt. St. Michael's, . . . f.	do., . . .	374	212
"	"	13502	Ballinrobe, . . . f.	do., . . .	356	199
	10			Total, . . .	2,720	1,739

(A)—TWO HUNDRED AND SEVENTY-EIGHT CONVENT NATIONAL SCHOOLS PAID BY CAPITATION—continued.

Appendix.
Section II.,
D.
Convent
Schools.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
CONNAUGHT.						
Co. Roscommon.	2d	10520	Abbeytown, . . . f.	Sisters of Mercy, . . .	308	300
"	27	6908	Strokestown, . . . f.	do., . . .	235	179
"	"	7236	Roscommon, . . . f.	do., . . .	437	326
"	"	10983	Abbeystown, . . . f.	do., . . .	230	150
"	"	18193	St. Anne's, . . . f.	do., . . .	357	268
"	35	7722	St. Peter's, . . . f.	do., . . .	415	281
"	"	12754	St. Joseph's, Summerville, f.	do., . . .	129	74
	7			Total, . . .	2,009	1,480
Co. Sligo.	12	15240	St. Patrick's, . . . f.	Sisters of Mercy, . . .	519	411
"	"	14548	Do., . . . m.i.	do., . . .	281	191
"	"	14456	St. Vincent's, . . . f.	Ursuline, . . .	139	116
"	21	11887	Banada, . . . f.	Sisters of Charity, . . .	105	62
	4			Total, . . .	1,044	780

SUMMARY OF CONVENT SCHOOLS PAID BY CAPITATION.

No. of Schools.	County.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.	No. of Schools.	County.	No. of Pupils on Rolls on last day of Results Year.	Average Daily Attendance.
6	Astoria, . . .	1,775	1,162	3	Loughford, . . .	854	592
6	Armagh, . . .	1,097	1,212	5	Leath, . . .	2,220	1,583
4	Cavan, . . .	732	511	5	Meath, . . .	2,027	1,374
5	Down, . . .	688	465	7	Queen's, . . .	1,472	1,087
4	Droghda, . . .	1,116	773	5	Westmeath, . . .	1,407	920
"	Ferretagh, . . .	"	"	13	Wexford, . . .	3,910	2,637
7	Londonderry, . . .	1,671	1,219	5	Wicklow, . . .	1,326	961
"	Monaghan, . . .	"	"				
4	Tyrone, . . .	1,302	938	103	Total for Leinster, . . .	33,236	25,574
35	Total for Ulster, . . .	9,111	6,284	14	Galway, . . .	4,103	2,759
5	Clare, . . .	1,936	1,278	4	Ledrim, . . .	585	437
3	Cork, . . .	12,595	9,584	10	Maye, . . .	2,728	1,738
3	Kerry, . . .	2,489	1,806	7	Roscommon, . . .	2,080	1,490
19	Limerick, . . .	6,167	4,382	4	Sligo, . . .	1,044	780
29	Tipperary, . . .	5,305	4,469	39	Total for Connaught, . . .	10,549	7,186
15	Waterford, . . .	4,152	2,995	36	Schools in Ulster, . . .	9,111	6,284
109	Total for Munster, . . .	34,645	24,042	109	" Munster, . . .	34,645	24,042
4	Carlow, . . .	1,426	1,011	103	" Leinster, . . .	33,236	25,574
12	Dublin, . . .	16,082	10,903	39	" Connaught, . . .	10,549	7,186
12	Kildare, . . .	2,568	1,647	278	Gross Total of Convent		
8	Kilkenny, . . .	2,200	1,557		Capitation Cases, . . .	93,532	63,086
7	King's, . . .	1,943	1,350				

Appendix.
Section II.
D.
Convent
Schools.

(b.)—TWENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY CLASSIFICATION.

PROVINCE AND COUNTY.	Boys.	Boys No.	School.	Religious Order of Community.	No. of Pupils on Roll on last day of Session Year.	Amount Paid.
ULSTER.						
Co. ANTRIM, .	11	13441	Portadown, . . . f.	Presentation, . . .	337	149
"	10	11732	Middlestown (2), . . f.	St. Louis, . . .	147	14
	2			Total, . . .	374	253
Co. DONEGAL, .	5	14521	Bundoran, . . . f.	St. Louis, . . .	120	36
	1			Total, . . .	120	36
Co. FERMANAGH, .	13	13401	Enniskillen, . . . f.	Sisters of Mercy, . .	329	291
	1			Total, . . .	329	291
Co. MONAGHAN, .	18	539	Monaghan, . . . f.	St. Louis, . . .	300	236
"	24	13639	Carrickmacross, . . f.	do., . . .	233	137
	2			Total, . . .	533	423
MUNSTER.						
Co. CORK, .	58	13762	Castletown, . . . f.	Sisters of Mercy, . .	184	137
"	40	12910	Crosshaven, . . . f.	Presentation, . . .	231	173
	2			Total, . . .	422	315
Co. KERRY, .	54	538	Dingle, . . . f.	Presentation, . . .	424	399
"	-	545	Trillick, . . . f.	do., . . .	794	441
"	-	15539	St. Joseph's, . . . l.	do., . . .	-	-
"	55	13742	Rathmore, . . . f.	do., . . .	246	161
"	57	13051	Killharney, . . . f.	do., . . .	541	240
"	-	13361	Do. (2), . . . f.	Sisters of Mercy, . .	421	233
"	-	13542	Caherdreen, . . . f.	Presentation, . . .	303	234
"	56	8320	Kemmare, . . . f.	Poor Clares, . . .	349	267
	8			Total, . . .	2,893	1,933
Co. WATERFORD, .	48	1289	Yellaw, . . . f.	Carmelites, . . .	157	113
"	49	11461	Dungarvan, . . . f.	Sisters of Mercy, . .	178	144
"	-	13473	Do., . . . l.	do., . . .	189	140
	8			Total, . . .	524	396
LEINSTER.						
Co. KILDARE, .	41	11836	Bathangaz, . . . f.	Sisters of Mercy, . .	212	145
	1			Total, . . .	212	145

(b).—TWENTY-THREE CONVENT NATIONAL SCHOOLS PAID BY
CLASSIFICATION—continued.Appendix.
Section II.
D.
Convent
Schools.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Month Year.	Average Daily Attendance.
LEINSTER— continued.						
Co. LONGFORD.	28	8546	Newtownforbes,	f. Sisters of Mercy, .	110	73
	1			Total, .	110	73
CONNAUGHT.						
Co. MAYO.	20	3215	Ballina,	f. Sisters of Mercy, .	204	133
"	"	12361	Do.,	do.,	196	119
	2			Total, .	400	254
Total of Convent Classification Schools.	23			Gross Total of Convent Classification Cases, .	5,946	4,679

(c).—THREE MONASTERY NATIONAL SCHOOLS PAID BY CAPITATION.

Monastery
Schools.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Rolls on last day of Month Year.	Average Daily Attendance.
MUNSTER.						
Co. DUBLIN.	60	3669	Gt. George's-street, m.	Presentation, .	425	293
"	"	3699	Douglas-street, . m.	Do., .	796	481
	2			Total, .	1,221	773
Co. KERRY.	54	3655	MILBOWA, . . m.	Presentation, .	143	108
	1			Total, .	143	108
Total of Monas- tery Capita- tion Schools.	3			Gross Total of Monastery Capita- tion Cases, .	1,364	881

Appendix
Section II.
D.
Monastery
Schools.

(A)—FORTY-TWO MONASTERY NATIONAL SCHOOLS PAID BY CLASSIFICATION.

PROVINCE AND COUNTY.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Roll on last Day of Month Year.	Average Daily Attendance.
ULSTER.						
Co. ARMAUGH, .	16	7181	Crossmore Keady, .	m. Brothers of the Christian Schools, . . .	125	187
	1			Total, . . .	125	187
Co. DONEGAL, .	1	14028	Letterkenney, .	m. Presentation, . . .	162	198
	1			Total, . . .	162	198
Co. DOWNS, .	17	3428	John-street, .	m. Brothers of the Christian Schools, . . .	105	73
	1			Total, . . .	105	73
MUNSTER.						
Co. CORK, .	48	1387	St. Joseph's, Cove (1) m.	Presentation, . . .	261	219
"	-	1402	Do. (2) . . . m.	do., . . .	225	141
"	56	12519	Malloy, . . . m.	Patrician, . . .	303	330
"	59	14784	St. Patrick's (Dunmanway), . . . m.	Brothers of the Christian Schools, . . .	210	144
"	60	12473	Groommont, . . . m.	Presentation, . . .	415	285
"	-	14408	St. John's, Kinsale, m.	do., . . .	205	211
	6			Total, . . .	1,761	1,252
Co. KERRY, .	57	1793	Killarney, . . . m.	Presentation, . . .	238	183
	1			Total, . . .	238	183
Co. LIMERICK, .	46	6543	Hospital, . . . m.	Brothers of the Christian Schools, . . .	191	156
	1			Total, . . .	191	156
Co. TIPPERARY, .	53	13014	Fedford, . . . m.	Patrician, . . .	153	110
	1			Total, . . .	153	110
Co. WATERFORD, .	49	15022	De La Salle, . . . m.	Brothers of the Christian Schools, . . .	73	62
"	-	15046	St. Stephen's, . . . m.	do., . . .	596	392
	2			Total, . . .	669	454
LEINSTER.						
Co. CARLOW, .	44	681	Tullow, . . . m.	Patrician, . . .	145	89
"	47	13105	St. Bridget's, . . . m.	Brothers of the Christian Schools, . . .	113	119
	2			Total, . . .	318	199
Co. KILDARE, .	44	12747	Kildare, . . . m.	Brothers of the Christian Schools, . . .	147	195
	1			Total, . . .	147	195
Co. KILKENNY, .	47	13265	St. Patrick's, . . . m.	Brothers of the Christian Schools, . . .	145	101
	1			Total, . . .	145	101

(d).—FORTY-TWO MONASTERY NATIONAL SCHOOLS PAID BY
CLASSIFICATION—continued.Appendix.
Section II.
D.
Monastery
Schools.

Province and County.	District.	Roll No.	School.	Religious Order of Community.	No. of Pupils on Roll on last day of Month Year.	Average Daily Attendance
LEINSTER—cont.						
Kildare Co.,	36	12579	St. Brendan's, . . m.	Presentation, . . .	350	241
"	41	6883	Clara, . . . m.	Franciscan, . . .	291	167
	2			Total, . . .	641	408
Co. Louth,	23	2094	Arlos, . . . m.	Brothers of the Christian Schools, . . .	200	141
	1			Total, . . .	200	141
Queen's Co.,	41	918	Castletown, . . m.	Brothers of the Christian Schools, . . .	71	43
"	-	7636	Coote-street, . . m.	Patrician, . . .	167	118
	2			Total, . . .	238	161
Co. Westmeath,	35	12304	St. Mary's, . . m.	Marist, . . .	169	139
"	-	15756	Do., . . prep. m.	do., . . .	112	82
	2			Total, . . .	281	221
Co. Wexford,	49	15369	St. Aloysius, . . m.	Brothers of the Christian Schools, . . .	-	-
	1			Total, . . .	-	-
CONNAUGHT.						
Co. GALWAY,	27	12473	Kilkerrie, . . m.	Franciscan, . . .	135	63
"	32	12523	Curry, . . m.	do., . . .	118	63
"	34	1016	Galway, . . m.	Patrician, . . .	375	248
"	-	12672	Nan's Island, . m. l.	do., . . .	155	121
"	34a	12765	Carrabeg, . . m.	Franciscan, . . .	144	81
	5			Total, . . .	922	582
Co. LEXTRIN,	31	14770	St. Mary's (Carrick-on-Shannon), . . m.	Presentation, . . .	146	106
	1			Total, . . .	146	106
Co. MAYO,	21	13760	St. John's (Bellaghadreen), . . m.	Brothers of the Christian Schools, . . .	128	123
"	26	12621	Treenawar, . . m.	Franciscan, . . .	94	45
"	-	12727	Errow, . . m.	do., . . .	61	55
"	-	13139	Bannacurry, . . m.	do., . . .	50	26
"	-	13547	St. Patrick's, . . m.	Brothers of the Christian Schools, . . .	215	163
	5			Total, . . .	578	392
Co. ROSCOMMON,	22	15606	St. Joseph's (Boyle), m.	Presentation, . . .	179	137
"	27	12394	Highlake, . . m.	Franciscan, . . .	95	48
"	32	12357	Granahna, . . m.	do., . . .	162	85
	3			Total, . . .	436	270
Co. SLIGO,	12	14533	Quay-street, junior m.	Marist, . . .	237	120
"	-	15934	Do., senior m.	do., . . .	146	110
	2			Total, . . .	383	230
Total of Monastery Classification Schools.	42			Gross Total of Monastery Classification Cases,	7,844	5,389

Appendix. (c).—SUMMARY ACCORDING TO RELIGIOUS ORDERS—CONVENT NATIONAL SCHOOLS

Section II.
D.Summary
of Convent
and
Monastery
Schools.

Religious Order.	Capitation Schools.	Classifica- tion Schools.	Total.
Sisters of Mercy,	150	9	159
Presentation,	54	8	62
Sisters of Charity,	23	-	23
Loretto,	9	-	9
Sacred Heart,	3	-	3
St. Louis,	3	4	7
Poor Clares,	4	1	5
Brigidine,	5	-	5
Dominican,	4	-	4
Immaculate Conception,	4	-	4
St. John of God,	4	-	4
Ursuline,	3	-	3
Carmelite,	1	1	2
Faithful Companions of Jesus,	1	-	1
St. Joseph,	1	-	1
Marist,	1	-	1
Poor Servants of the Mother of God and the Poor,	1	-	1
Sisters of Nazareth,	1	-	1
Faithful Companions,	1	-	1
Total Convent National Schools,	278	23	301

MONASTERY NATIONAL SCHOOLS.

Brothers of the Christian Schools,	-	14	14
Presentation,	3	9	12
Franciscan,	-	9	9
Patrician,	-	6	6
Marist,	-	4	4
Total Monastery National Schools,	3	42	45
GROSS TOTAL—Convent and Monastery National Schools,	281	65	346

(f).—GENERAL SUMMARY—SCHOOLS AND ATTENDANCE.

	PAID BY CAPITATION.*			PAID BY CLASSIFICATION.			TOTAL.		
	No. of Schools.	No. of Pupils on last day of School Year.	Average Daily Attend- ance.	No. of Schools.	No. of Pupils on last day of School Year.	Average Daily Attend- ance.	No. of Schools.	No. of Pupils on last day of School Year.	Average Daily Attend- ance.
Convents,	278	92,532	63,036	28	5,946	4,079	301	98,478	67,165
Monasteries,	3	1,356	661	42	7,844	5,289	45	9,202	6,270
Total,	*281	93,888	63,697	65	13,790	9,468	346	107,680	73,435

* The numbers of these Schools receiving the higher merit grant on 30th September, 1899, were 271 Convent and 2 Monastery Schools.

I. (a).—LIST of ONE HUNDRED and FIFTY-THREE WORKHOUSE SCHOOLS in connexion on 30th September, 1899, with the Number of Pupils on Rolls on last day of Results year of each School, and the Average Daily Attendance of Pupils for the Results periods ending within the Twelve Months to 30th September, 1899.

Appendix.
Section II.,
D.
Workhouse
Schools.

Roll No.	County and School.	No. of Pupils on Rolls on last day of Results year.	Average Attendance.	District.	Roll No.	County and School.	No. of Pupils on Rolls on last day of Results year.	Average Attendance.	
ANTRIM.				2	LONDONDERRY.				
3	5630 Ballymoe, . . .	25	24		3681 Londonderry, . . .	30	16		
4	3632 Ballycastle, . . .	12	10		2a	9587 Linnavady, . . .	11	9	
5	3843 Ballymena, . . .	25	23		3	3381 Coleraine, . . .	10	10	
6	6781 Lisburn, . . .	23	18		7	19525 Magherafelt, . . .	24	22	
7	3633 Lerna, . . .	—	—		Total, . . .				
8	6734 Antrim, . . .	18	18		4	75			
9	3948 Belfast, . . .	346	249		57				
7	Total, . . .	459	347						
ARMAGH.				13	MONAGHAN.				
11	1390 Longa, . . .	24	19		3538 Monaghan, . . .	12	10		
12	1412 Armagh, . . .	24	19		—	7812 Clones, . . .	14	14	
13	1639 Newry, . . .	13	10		24	7834 Castleblayney, . . .	15	14	
8	Total, . . .	61	48	4	3668 Carrickmacross, . . .	16	15		
				Total, . . .					
				57					
				53					
CAVAN.				6	TYRONE.				
25	1430 Cavan, . . .	45	35		3689 Castlederg, . . .	4	7		
26	3447 Bellebarrough, . . .	19	18		—	6315 Strahane, . . .	—	—	
27	3544 Cootehill, . . .	8	6		14	11354 Clogher, . . .	—	—	
28	6310 Bawnboy, . . .	8	7		15	5074 Cookstown, . . .	13	13	
4	Total, . . .	75	64		4	Total, . . .			
				17					
				20					
DONDAL.				42	CLARE.				
1	4332 Milford, . . .	8	12		3403 Scariff, . . .	8	7		
2	4975 Letterkenny, . . .	11	7		—	5334 Eanistymon, . . .	33	26	
3	7714 Gortalee, . . .	—	—		—	6130 Tulla, . . .	22	19	
4	3963 Enniskillen, . . .	16	11		—	6259 Ballyvaughan, . . .	17	22	
5	4512 Dungel, . . .	11	6		—	6595 Corefin, . . .	16	14	
6	4329 Ballyshannon, . . .	14	10		45	3238 Ennis, . . .	113	106	
7	13754 Stranish, . . .	9	9		—	3439 Killybeg, . . .	30	38	
4	Total, . . .	69	55		—	6224 Killybeg, . . .	20	18	
					Total, . . .				
					378				
					202				
DOWN.					55	CORK.			
10	3380 Newry, . . .	26	25			3167 Midleton, . . .	33	43	
11	3463 Barbridge, . . .	20	15			—	6121 Youghal, . . .	20	23
12	16779 Downpatrick, . . .	9	9	55		3923 Kanturk, . . .	41	40	
13	1829 Killybeg, . . .	11	10	—		4896 Macroom, . . .	19	18	
4	Total, . . .	66	59	—		6012 Milbinst, . . .	23	26	
				56		3243 Fermoy, . . .	16	12	
				—		3631 Malin, . . .	13	9	
				—		6216 Mitchelstown, . . .	27	26	
FERNMAGH.				55					
15	16796 Banfield, . . .	37	25		—				
16	12803 Lismaken, . . .	14	15		—				
17	11404 Irwinstown, . . .	11	14		—				
3	Total, . . .	62	54						

Appendix.

WORKHOUSE SCHOOLS—continued.

Section II.
D.
Workhouse
Schools.

District.	Roll No.	County and School.	No. of Pupils on Roll on last day of December year.	Average Attendance.	District.	Roll No.	County and School.	No. of Pupils on Roll on last day of December year.	Average Attendance.
		COKE—continued.					CARLOW.		
53	4411	Bantry, . . .	29	27	44	11154	Carlow, . . .	33	37
-	3993	Castletown, . . .	9	7		1	Total, . . .	33	37
-	6140	Schull, . . .	7	7					
59	3417	Sickamore, . . .	37	41					
-	3565	Dunmanway, . . .	9	8					
-	6949	Clonakilty, . . .	39	30					
60	3545	Cock, . . .	293	196			DUBLIN.		
-	4825	Kinsale, . . .	15	17	50	3144	Balrothery, . . .	29	15
-	6123	Bandon, . . .	23	21	-	7187	Dublin, North, . . .	377	354
	17	Total, . . .	667	551	40	3265	Rathdown, . . .	113	81
						3	Total, . . .	519	469
		KERRY.							
39	4314	Listowel, . . .	23	26			KILDARE.		
54	3899	Trillick, . . .	64	42	57	3155	Nass, . . .	29	28
-	5334	Dingle, . . .	36	28	-	8534	Culbridge, . . .	11	11
57	4840	Killarney, . . .	54	40	44	3862	Athy, . . .	24	22
-	4986	Caherdreen, . . .	4	2					
58	4670	Kemmare, . . .	13	14		3	Total, . . .	60	41
	6	Total, . . .	199	153					
		LIMERICK.					KILKENNY.		
					43	6625	Uelingford, . . .	16	13
45	3066	Kilmallock, . . .	37	36	47	6947	Castlemoore, . . .	12	12
51	5053	Limerick, . . .	147	111	-	3378	Cullin, . . .	34	29
53	3040	Newcastle, . . .	12	14	-	3367	Kilkenny, . . .	75	56
-	3415	Rathkeale, . . .	19	20	-	6278	Thomstown, . . .	33	23
-	6013	Ossora, . . .	19	17		5	Total, . . .	172	140
	5	Total, . . .	234	193					
		TIPPERARY.					KING'S.		
35	3414	Roscrea, . . .	30	29	36	7589	Parsonstown, . . .	49	20
-	3519	Newagh, . . .	29	21	41	3364	Edenderry, . . .	24	17
-	9031	Bortolomew, . . .	-	-	-	3446	Tullamore, . . .	63	40
43	3647	Thurles, . . .	40	36		3	Total, . . .	133	90
45	3143	Tipperary, . . .	75	71					
53	3363	Cashel, . . .	48	43			LONGFORD.		
-	3445	Clogheen, . . .	34	26					
-	3546	Carrick-on-Suir, . . .	36	34	30	3368	Longford, . . .	29	29
-	12363	Clonmel, . . .	24	29	-	3566	Gessard, . . .	23	25
	9	Total, . . .	321	299	33	6311	Ballymahon, . . .	23	27
						3	Total, . . .	71	61
		WATERFORD.							
48	3418	Lismore, . . .	14	13			LOUTH.		
49	12230	Dungarvan, . . .	38	35					
-	5926	Waterford, . . .	96	83	25	3377	Dundalk, . . .	31	27
-	6745	Kilmorethomas, . . .	29	27	-	3382	Ardee, . . .	33	27
	4	Total, . . .	177	163		2	Total, . . .	69	51

WORKHOUSE SCHOOLS—continued.

Appendix.

		County and School.	No. of Pupils on 12th day of Month Year.	Average Attendance.	District.	Roll No.	County and School.	No. of Pupils on 12th day of Month Year.	Average Attendance.	Section II.—D.	
Roll No.	Roll No.									Workhouse Schools.	
MERTH.											
3438	3438	Kells, . . .	7	4	35	3366	Galway—con.				
3444	3444	Oldcastle, . .	14	14	—	6368	Leighrea, . .	26	19		
16936	16936	Trillick District, M.	86	84	—	6754	Mountbellew, .	15	14		
16197	16197	Do., . . .	81	75	—	7019	Portumna, . .	17	14		
					42	3379	Ballinasloe, . .	48	36		
4		Total, . . .	188	177			Gatt, . . .	13	12		
						10	Total, . . .	237	202		
QUINN'S.											
4315	4315	Mountmellick, .	20	18	12	3659	Manorbennet, .	21	19		
16010	16010	Abbeyleix, . .	24	23	28	3419	Mohill, . . .	34	27		
2		Total, . . .	44	41	31	3533	Car, on-Shannon,	29	29		
						3	Total, . . .	84	75		
WESTBATH.											
3650	3650	Mullingar, . .	45	29							
6866	6866	Delvin, . . .	19	19							
3574	3574	Athlone, . . .	36	25							
3		Total, . . .	100	73	29	3839	Ballina, . . .	28	26		
						8474	Belmullet, . .	13	11		
						9221	Kilbala, . . .	8	7		
					21	4895	Servicetown, . .	17	16		
					26	4253	Castlebar, . .	7	8		
					32	4737	Westport, . .	19	15		
3630	3630	New Ross, . .	72	65	—	5117	Ballinrobe, . .	25	29		
5266	5266	Wexford, . . .	27	26		6143	Claremorris, . .	12	13		
5674	5674	Banlicerthy, . .	45	45							
10264	10264	Gorey, . . .	34	22	8		Total, . . .	139	125		
4		Total, . . .	178	160							
WICKLOW.											
3233	3233	Bathra, . . .	36	32	22	5289	Boyle, . . .	33	31		
3673	3673	St. Helagh, . .	21	18	27	3878	Roscommon, . .	27	21		
11393	11393	Ballinglough, .	13	10	—	4933	Castleross, . .	22	22		
					—	6122	Strokestown, .	21	19		
3		Total, . . .	70	60	4		Total, . . .	103	93		
WICKLOW.											
6735	6735	Gleamaddy, . .	11	12	19	3333	Sago, . . .	37	34		
3448	3448	Tara, . . .	23	22	30	6580	Dromore West, .	6	7		
2385	2385	Galway, . . .	61	57	21	8219	Tobacco, . . .	15	15		
5223	5223	Cliden, . . .	13	12							
5202	5202	Oughtierd, . .	10	10	3		Total, . . .	50	56		

Appendix.

Section II.
D.Summary
of Work-
house
Schools.

SUMMARY of WORKHOUSE SCHOOLS in CONNEXION.

No. of Scho- lars.	County.	Number of Pupils on Roll on last day of School Year.	Average Attend- ance.	No. of Schools.	County.	Number of Pupils on Roll on last day of School Year.	Average Attend- ance.
7	Antrim,	459	347	3	King's,	133	90
3	Armagh,	61	48	3	Longford,	71	60
4	Cavan,	75	64	2	Louth,	69	54
7	Donegal,	69	55	4	Meath,	133	127
4	Down,	66	59	2	Queen's,	44	41
3	Fermanagh,	62	54	3	Westmeath,	109	73
4	Londonderry,	75	57	4	Wexford,	173	169
4	Monaghan,	57	53	3	Wicklow,	79	69
4	Tyrone,	17	29				
				86	Total for Leinster, . .	1,623	1,435
40	Total for Ulster, . .	941	757				
				10	Galway,	252	202
8	Clare,	273	252	3	Leitrim,	84	75
17	Cork,	667	551	3	Mayo,	129	125
6	Kerry,	199	153	4	Roscommon,	146	93
5	Limerick,	224	191	3	Sligo,	58	54
9	Tipperary,	321	299				
4	Waterford,	177	163	28	Total for Connaught, . .	621	551
				40	Schools in Ulster, . .	941	757
49	Total for Munster, . .	1,871	1,616	49	" in Munster, . .	1,671	1,516
1	Carlow,	33	37	36	" in Leinster, . .	1,623	1,435
3	Dublin,	510	460	28	" in Connaught, . .	621	551
3	Kildare,	60	61				
5	Kilkenny,	172	148	153	Gross Total,	5,051	4,389

Teachers of
Workhouse
Schools.

II. (b).—The number of TEACHERS employed in WORKHOUSE SCHOOLS examined for periods ended within the Twelve Months to 30th September, 1899, according to the Returns received from the Inspectors, is set forth in the following Table:—

Class.	Principals.		Assistants.		Total.		Total.
	Males.	Females.	Males.	Females.	Males.	Females.	
Ungraded,	1	10	.	.	1	10	11
3 ^d ,	6	7	2	.	8	7	15
3 ^d ,	83	73	2	12	49	85	125
2 ^d ,	5	3	3	1	7	4	11
2 ^d ,	13	29	2	5	20	34	54
1 st ,	1	2	.	.	1	2	3
1 st ,	1	.	.	.	1	.	1
Total,	70	124	8	18	78	142	220
	194*		26				
Gross Total,	220						

* In addition to the above, twenty-five departments were conducted by nuns, viz., Youghal, Skibbereen, Kilmacshamus, Clonmel, Tharles, Colbridge, Callan, Gennard, New Ross, Galway, Carrick-on-Suir, Thomastown, North Dublin, Ennisconny, Mohill, Trim, Tullamore, Hazelton, Dandalk, Ardee, Ballynashen, Achy, Fermoy, Bantry, and Cork.

Appendix. III.—LIST of NINETY-NINE ISLAND SCHOOLS in connexion on 30th September, 1899, with Pupils on Rolls on last day of Results Year, and average daily attendance—continued.

Section II,
D.

Island
Schools.

County.	Dist.	Roll No.	Name of Island School.	Name of Island on which situated.	Number of Pupils on Roll on last day of Results Year.	Average Daily Attendance.
Galway,	28	11927	Inishkeefin, . . . m.	Inishkeefin, . . .	66	40
Ditto, . . .	-	11928	Do, . . . f.	Do, . . .	69	46
Ditto, . . .	-	14445	Inishark, . . .	Inishark, . . .	43	32
Ditto, . . .	34	10252	Onaquarter, . . .	Arnamore, . . .	149	100
Ditto, . . .	-	11930	Inishnee, . . .	Inishnee, . . .	55	38
Ditto, . . .	-	12330	Inishmaone, . . . m.	Inishmaone, . . .	55	46
Ditto, . . .	-	12339	Do, . . . f.	Do, . . .	45	32
Ditto, . . .	-	12340	Kilkeney, . . .	Arnamore, . . .	89	61
Ditto, . . .	-	12342	Omogh, . . .	Do, . . .	94	66
Ditto, . . .	-	12567	Omey, . . .	Omey, . . .	22	14
Ditto, . . .	-	12641	Annaghvane, . . .	Annaghvane, . . .	35	28
Ditto, . . .	-	12642	Inishurk, . . .	Inishurk, . . .	25	18
Ditto, . . .	-	12826	Inishbarra, . . .	Inishbarra, . . .	35	16
Ditto, . . .	-	12834	Inishmacastre, . . .	Inishmacastre, Lough Corrib, . . .	20	13
Ditto, . . .	-	12991	Knock, . . .	Goromma, . . .	62	31
Ditto, . . .	-	13030	Illaneeragh, . . .	Illaneeragh, . . .	23	16
Ditto, . . .	-	13043	Inishtrawar, . . .	Inishtrawar, . . .	29	17
Ditto, . . .	-	13146	Mynish, . . .	Mynish, . . .	81	48
Ditto, . . .	-	13222	Inishbea, . . . m.	Inishbea, . . .	31	24
Ditto, . . .	-	13323	Do, . . . f.	Do, . . .	53	40
Ditto, . . .	-	13416	Lettermullen, . . .	Lettermullen, . . .	155	97
Ditto, . . .	-	13525	Tierree, . . . m.	Goromma, . . .	52	33
Ditto, . . .	-	13527	Do, . . . f.	Do, . . .	48	36
Ditto, . . .	-	13528	Drin, . . .	Do, . . .	104	63
Ditto, . . .	-	13639	Lettermore, . . .	Lettermore, . . .	69	51
Ditto, . . .	-	14103	Inisharbot, . . .	Turlot, . . .	87	28
Ditto, . . .	-	13952	Lettermolew, . . .	Lettermore, . . .	55	35
Ditto, . . .	-	14129	Inishlacken, . . .	Inishlacken, . . .	68	37
Ditto, . . .	-	14498	Dynish, . . .	Dynish, . . .	31	16
Ditto, . . .	-	14659	Sr. Ronan's, . . . m.	Arnamore, . . .	48	44
Ditto, . . .	-	14699	Do, . . . f.	Do, . . .	92	69
Ditto, . . .	-	14724	Trabane, . . .	Goromma, . . .	57	49
Ditto, . . .	-	14746	Mason, . . .	Mason, . . .	22	17
Ditto, . . .	-	14747	Feenish, . . .	Feenish, . . .	54	38
Ditto, . . .	34A	11798	Tawin, . . .	Tawin, . . .	25	17
Ditto, . . .	42	11085	Islandeady, . . .	Islandeady, . . .	19	10
Mayo, . . .	30	15384	Inniskeen, South, . . .	Inniskeen, South, . . .	26	31
Ditto, . . .	-	14865	Do, North, . . .	Do, North, . . .	59	40
Ditto, . . .	26	2307	Slieveemore, . . .	Achill,* . . .	63	53
Ditto, . . .	-	2308	Dereema, . . .	Do, . . .	144	67
Ditto, . . .	-	2309	Deega, . . .	Do, . . .	106	65
Ditto, . . .	-	8309	Benermany, . . . f.	Do, . . .	25	18
Ditto, . . .	-	8547	Valley, . . .	Do, . . .	91	53
Ditto, . . .	-	9557	Bullsmouth, . . .	Do, . . .	57	33
Ditto, . . .	-	10935	Saula, . . .	Do, . . .	73	39
Ditto, . . .	-	13130	Bunacurry Monastery, . . .	Do, . . .	69	36
Ditto, . . .	-	13174	St. Columba's, . . .	Inishurk, . . .	35	21
Ditto, . . .	-	13177	St. Bridget's, . . .	Clare, . . .	45	25
Ditto, . . .	-	13311	St. Patrick's, . . .	Do, . . .	36	24
Ditto, . . .	-	13367	Collemore, . . .	Collemore, . . .	39	29
Ditto, . . .	-	13408	Deega, . . . m.	Achill,* . . .	79	49
Ditto, . . .	-	13410	Do, . . . f.	Do, . . .	97	65
Ditto, . . .	-	13761	Achillebeg, . . .	Achillebeg, . . .	29	20
Sligo, . . .	12	9016	Conoy, . . .	Conoy, . . .	97	19
Ditto, . . .	-	8647	Inishmurray, . . .	Inishmurray, . . .	23	29
Total, . . .					5,422	3,322

* Now connected with mainland by a bridge.

IV.—LIST of THIRTY-FOUR NATIONAL SCHOOLS attended by Children of INDUSTRIAL SCHOOLS, certified under the Act.

Appendix.
Section II,
D.
Industrial
Departments
(under the
Act).

Roll No.	District.	County.	School.	Religious Order of Conductors.	Number of Industrial Pupils on Roll on last day of Month Year.	Average Daily Attendance of Industrial Pupils.
11752	16	Armagh,	Middlestown,	Sisters of St. Louis,	33	27
359	-	Monaghan,	St. Martha's, Monaghan,	Do.,	45	49
3010	6	Tyrone,	St. Catherine's, Strabane,	Sisters of Mercy,	46	51
3145	43	Clare,	Ennis,	Do.,	57	53
4176	48	Cork,	St. Coleman's, Queenstown,	Do.,	37	34
3381	59	"	Clonakilty (St. Aloysius),	Do.,	86	87
1969	-	"	Baltimore Fishery,	Lay Teachers,	130	106
4572	60	"	Kinsale,	Sisters of Mercy,	87	115
3114	69A	"	Passage West, Cork,	Do.,	52	58
1316	54	Kerry,	Pembroke Alma, Tralee,	Do.,	71	64
1331	57	"	St. Joseph's Home, Killarney,	Do.,	80	70
1004	51	Limerick,	St. Vincent's, Limerick,	Do.,	98	96
307	43	Tipperary,	St. Augustine's, Templemore,	Do.,	60	59
008	"	"	St. Louis, Thurles,	Presentation Sisters,	42	42
932	46	"	Tipperary,*	Sisters of Mercy,	—	—
81	58	"	St. Francis, Cashel,	Presentation Sisters,	69	70
1032	45	Waterford,	Cappoquin,	Sisters of Mercy,	50	51
356	21	Longford,	Our Lady of Succour, Newtownforbes,	Do.,	83	78
430	25	Louth,	Dundalk,	Do.,	51	55
3475	-	"	House of Charity, Drogheda,	French Sisters of Charity,	87	86
502	23	Westmeath,	Mount Carmel, Moate,	Sisters of Mercy,	36	39
1195	50	Wexford,	St. Michael's, Wexford,	Do.,	73	68
1012	49	Wicklow,	St. Michael's, . inst.	Do.,	32	16
1243	34	Galway,	Onghearned,	Do.,	35	35
4515	"	"	St. Anne's, Galway,	Do.,	64	67
13109	"	"	Children,	Do.,	63	64
632	35	"	St. Bridget's, Leaghren,	Do.,	86	80
6329	"	"	Ballinasloe,	Do.,	46	45
1332	21	Mayo,	St. Francis Xavier's,	Sisters of Charity,	55	48
1226	26	"	St. Columba's, Westport,	Sisters of Mercy,	77	43
728	27	Rooscommon,	St. Monica's, Rooscommon,	Do.,	44	32
1274	33	"	St. Joseph's, Athlone,	Do.,	133	120
1294	12	Sligo,	St. Lawrence's, Sligo,	Do.,	112	115
0387	21	"	Benais,	Sisters of Charity,	18	18
Total					2,140	2,063

* No pupils presented for examination. Department since removed from list.

Appendix V.—LIST of NAMES of SIXTY-FIVE* SCHOOLS in which SPECIAL GRANTS of SALARY in aid of INDUSTRIAL INSTRUCTION were available, under Rule 155, for Year ended 30th September, 1899.

Section II.,
D.
Schools with special grants for industrial instruction.

County.	District.	Roll No.	School.	County.	District.	Roll No.	School.
Armagh,	8	7039	Crumlin-road, Convent.	Tipperary,	53	581	Cashel, Convent
Armagh,	25	4415	Crossmaglen, f.	"	"	8503	Fethard,
Donegal,	5	7593	Ballyshannon, Convent.	"	"	11872	Curick-on-Saig,
Down,	19	9725	Roskever,	"	"	13107	St. Joseph's,
"	"	7594	Canal-street,	Waterford,	49	11461	Dungarvan Con. (1)
Monaghan,	18	359	Monaghan,	"	"	13020	Stradbally,
"	24	5617	Carrickmacross Indl.	Carlow,	44	656	Carlow,
"	"	18259	Do. Convent.	Dublin,	30	1149	King's Inns-street, Convent.
Clare,	45	7345	Ennis, Convent.	"	30a	2018	Begget-st., Convent.
"	"	11800	Kilkee,	"	37	7546	Golden bridge,
"	"	13374	Kilrush,	"	40	14589	Blackrock,
Cork,	48	3939	Youghal,	"	40a	753	Central Model, Fem.
"	"	6376	Queenstown,	Kildare,	44	13373	St. Michael's, Convent.
"	53	10232	Kasturk,	"	"	"	"
"	"	10047	Macroom,	Kilkenny,	47	13885	Kilkenny Convent.
"	56	4368	Doneraile,	"	"	10478	St. Patrick's,
"	58	15762	Castletownshere, Con	"	"	10835	Castlecomer,
"	59	8430	Salthill, Convent	"	"	"	"
"	"	7651	Clonsilla, (2).	Longford,	38	12342	St. Joseph's,
"	"	13661	St. Mary's,	"	"	13046	Gweedagh,
"	"	14818	Rosscarbery,	Louth,	25	8445	Ardee, (2)
"	60	4572	Kinsale,	"	29	7472	Naxan, (2)
"	"	5257	Bandon,	"	"	12489	Oldcastle, Fem.
Kerry,	54	545	Trillick, Convent (1).	Queen's,	44	13957	Stradbally, Convent.
"	"	13530	Moyderwell,	Wexford,	49	967	New Ross, (1).
"	"	14952	Castleisland,	"	50	12906	St. Mary's, George's-street, Convent.
"	57	13381	Killarney (Merry) Convent.	"	"	6231	Templemahon,
"	"	13051	Killarney (Pica.) Convent.	"	"	"	"
"	58	8320	Kennmare Convent.	Galway,	34	4515	N.T. Smith, Convent
Limerick,	59	7439	Abbeyfeale Convent,	"	"	13439	Oughterard,
"	46	14925	Doon,	"	42	13203	Gael,
"	51	9296	Adare,	"	"	"	"
"	"	16684	Mt. St. Vincent's, Convent.	Mayo,	26	14176	St. John's,
"	52	6032	St. Catherine's, Convent.	"	21	13302	St. Francis Xavier,
"	"	6569	St. Anne's, Convent	"	"	"	"

* Fifty-one of these are Convent Schools.

VI.—HALF-TIME PUPILS ATTENDING NATIONAL SCHOOLS.

(Extract from Commissioners' Rules. Edition of 1893.)

Half-time pupils.

244. The following attendances qualify for presentation for fees to the teachers at the annual results examinations, pupils who attend National Schools for half time, viz. :—

200 days of 2 hours a day,	}	*
135 days of 3 hours a day,		
100 days of 4 hours each day,		
80 days of 5 hours each day,		
66 days of 6 hours each day,		

The teachers shall adopt such a system of marking half-time pupils who attend for more than four hours, as will afford a means of check on the accuracy of the records.

In the case of schools having two meetings in the day the following arrangement applies :—

200 attendances of 2 hours each.
135 attendances of 3 hours each.

* The time fixed must be two or more complete hours. Fractions of an hour cannot be included.

LAST of ONE HUNDRED and SIXTY National Schools attended by HALF-TIME pupils in Schools examined for the results periods ended within the Twelve Months to 30th September, 1899—the number of such HALF-TIME pupils on the Rolls on the last day of Results Year and the average daily attendance of HALF-TIME pupils.

Appendix.
Section II.
D.
Schools
with Half-
time
pupils.

COUNTY.	DIST.	Roll Number.	School.	Number of Half-time pupils on Rolls on last day of Results Year.	Average daily attendance of Half-time pupils.
Antine,	3	9634	Balmore,	25	12
"	"	11157	Liscalm,	2	1
"	4	3392	Gay's,	m. 39	12
"	"	7757	Do.	f. 61	26
"	"	7966	Harryville (2),	m. 4	3
"	"	7967	Do. (1),	f. 19	8
"	"	12555	Ballymoney-street,	f. 24	
"	"	12559	Do.	m. 16	6
"	"	1274	Edenderry,	f. 84	45
"	"	1979	Crumlin,	" 2	1
"	"	4225	Lisburn,	m. 13	10
"	"	4224	Do.	f. 17	7
"	"	5794	Seaman's Friend Society,	" 72	35
"	"	7519	Wolfhill,	" 71	30
"	"	7555	Ekenhead,	" 29	10
"	"	8006	Springfield,	" 23	10
"	"	8516	Ligonell Village,	" 19	7
"	"	8584	Old Lodge Road,	m. 3	2
"	"	8585	Do.	f. 17	11
"	"	8804	Wolfhill Mill,	" 32	15
"	"	9959	Conway-street,	m. 30	7
"	"	9951	Do.	f. 33	16
"	"	10072	Crumlin-road,	m. 91	53
"	"	10336	Do.	f. 130	69
"	"	10338	Holycross,	m. 41	19
"	"	10339	Do.	f. 63	26
"	"	10435	Jennymount,	" 196	80
"	"	10566	St. Catherine's,	" 50	8
"	"	11205	Hilden,	" 162	80
"	"	11449	St. Mark's,	" 63	67
"	"	11482	Greencastle,	m. 24	12
"	"	11483	Do.	f. 27	14
"	"	12038	Edenderry,	m. 115	53
"	"	12616	Star of the Sea,	m. 55	25
"	"	13745	Craig-street,	" 71	35
"	"	13931	St. Paul's (2),	m. 9	14
"	"	14138	St. Joseph's Convent,	" 121	53
"	"	14691	Ballyvillian,	" 18	6
"	"	15061	Mayo-street,	" 8	11
"	8A	27	Whitehouse (1),	" 38	17
"	"	2649	White Abbey,	m. 20	11
"	"	2650	Do.	f. 29	11
"	"	4364	Monkstown,	" 5	1
"	"	4671	Brace Memorial,	" 4	2
"	"	5450	Cogry Mills,	" 25	12
"	"	7836	Dough,	m. 5	2
"	"	7837	Do.	f. 9	4
"	"	8268	Beasmills,	" 59	25
"	"	10185	Whitehouse,	m. 8	5
"	"	10186	Do.	f. 5	1
"	"	8063	Mosley,	" 53	25
"	"	11426	Whitesbey (2),	" 35	16
"	"	11712	Ballyclare,	m. 11	4
"	"	11713	Do.	f. 10	2
"	"	12221	Parkgate,	" 13	7

Appendix.
Section II,
D.

Schools with Half-time pupils.

LIST of ONE HUNDRED and SIXTY NATIONAL SCHOOLS attended by HALF-TIME pupils, &c.—continued.

Counrv.	Dist.	Roll Number	School.	Number of Half-time pupils on Roll on last day of Month Year.	Average daily attendance of Half-time pupils.
Antrim,	8A	18317	Tyrone,	9	8
"	"	18965	Church-street,	1	"
"	"	14157	Whitewell,	7	8
"	9	4714	Dunmurray,	8	4
"	"	6885	St. Mary's,	m.	25
"	"	6866	Do.	f.	53
"	"	7340	St. Peter's,	f.	189
"	"	8612	Campbell's-row,	m.	263
"	"	9024	Hotchkiss-street (1),	"	9
"	"	11109	Linfield Mill,	"	161
"	"	13081	St. Peter's,	m.	51
"	"	13485	Derringhy,	"	7
"	"	14382	Lambeg Village,	"	12
"	"	14983	Dunmurray (2),	"	16
"	"	15024	Trinity,	"	6
"	9A	7202	Millford-street,	f.	45
"	"	8718	Do.	"	42
"	"	12647	York-road,	m.	80
"	"	14737	St. Joseph's (York-road),	m.	12
"	"	14738	Do.	f.	30
Armagh,	11	5356	Portadown (1),	m.	10
"	"	8935	Thomas-street,	"	5
"	"	12441	Portadown Convent,	"	5
"	"	12590	Edginstown (1),	"	40
"	"	13490	Edenderry,	"	3
"	"	15487	Edginstown (2),	"	13
"	"	15636	Corcoran,	m.	2
"	"	15629	Do.	f.	3
"	"	14374	Water-street,	"	12
"	16	3174	Markethill,	f.	4
"	"	7647	Darkey,	m.	4
"	"	8165	Mullavilly (1),	"	9
"	"	8220	Mount St. Catherine Convent,	"	10
"	"	8463	Tandragee,	m.	6
"	"	8404	Do.	f.	8
"	"	8702	Millford,	"	4
"	"	9540	Darkey,	f.	14
"	"	10490	St. Patrick's,	f.	8
"	"	11684	Dreincourt,	m.	6
"	"	11685	Do.	f.	5
"	"	11720	Tannamore,	"	12
"	"	12865	St. Patrick's,	m.	27
"	"	12863	Mullavilly (2),	"	8
"	"	13112	St. James's,	m.	9
"	"	13113	Do.	f.	11
"	"	14384	Genoa,	"	3
"	"	14606	Grove,	"	7
"	"	14756	Calra,	"	4
"	19	6286	Boeshack,	m.	26
"	"	6287	Do.	f.	26
"	"	7508	Canal-street Convent,	"	46
"	"	11329	Ballybet,	"	11
"	"	13808	Magherahely Convent,	"	46
"	"	13922	Do.	m.	53
Down,	9	10346	Lazymore,	"	82
"	"	11129	Ballylennon,	"	2
"	"	11436	Ravennette,	"	8
"	"	18482	Blaris,	"	2
"	10	8874	Millstreet,	"	5
"	"	4657	Newtownards (2),	"	2

LIST of ONE HUNDRED and SIXTY National Schools attended by
HALF-TIME pupils, &c.—continued.Appendix.
Section II.
D.

COUNTY.	DIST.	Roll Number.	School.	Number of Half-time pupils on Rolls on last day of Results year.	Average daily attendance of Half-time pupils.	Schools with Half-time pupils.
Down,	10	6223	St. Matthew's,	f.	6	2
"	"	6641	Newtownards (1),	"	8	2
"	"	8576	Boonbridge,	"	208	80
"	"	9094	Anne-street,	f.	1	1
"	"	11542	Greenwell-street,	"	10	5
"	"	11588	Comber Spinning Mill,	"	33	12
"	"	12131	Castlegarden,	"	33	26
"	"	12500	Londonderry,	m.	12	5
"	"	12581	Do,	f.	16	7
"	11	209	Dromore (1),	m.	4	1
"	"	201	Do, (1),	f.	5	2
"	"	4811	Gilford Mill,	m.	64	26
"	"	4812	Do,	f.	48	20
"	"	6594	Fortescue,	"	4	2
"	"	8580	Tonaghmore,	"	1	1
"	"	10285	Dromore (4),	"	2	1
"	"	11138	Church-street,	"	1	1
"	"	11430	Seapatriek,	"	67	28
"	17	1245	Asansboro',	m.	13	9
"	"	1405	Do,	f.	14	7
"	"	3745	Shrigley,	"	33	18
"	"	4648	Irish-street (Killyleagh),	"	21	11
"	"	6024	Killyleagh,	"	14	6
"	"	10793	Dromore Mills,	"	37	19
Tyrone,	6	11596	Sion Mills,	m.	40	20
"	"	11567	Do,	f.	44	17
"	15	447	Gortakowry,	"	15	6
"	"	2254	Brackville,	m.	12	6
"	"	2255	Do,	f.	21	7
"	"	3184	Loy Old,	"	3	3
"	"	3135	Coal Island,	"	2	1
"	"	3681	Loy,	m.	10	5
"	"	10179	Benburb,	f.	2	1
"	"	11171	Anaghmore,	"	2	1
"	"	11936	Derryloan,	m.	15	6
"	"	11937	Do,	f.	4	2
"	"	11968	John-street,	"	—	1
"	"	12440	Lower Market,	"	4	3
"	"	13232	Anne-street,	m.	19	8
"	"	13258	Gortgonis,	"	6	3
"	"	13814	Cookstown Convent,	"	5	2
"	"	14458	Dungannon Convent,	"	10	4
Cork,	60	14105	Clarence-street Convent,	"	15	3
Waterford,	49	7225	Mayfield,	m.	4	2
Dublin,	30	5260	St. Mary's,	f.	2	—
Total—160 Schools,				4,753	2,179	

Appendix.

VII.—LIST OF THIRTY EVENING SCHOOLS in operation in 1891.

Section II.
D.
Evening
Schools.

County.	District.	Roll No.	Name of Evening School.	Number of Pupils on Roll on last day of Month Year.	Average Daily Attendance.
Antrim, . . .	9	6963	Belfast Model, . . . m.	77	28
Armagh, . . .	11	9719	Edward-street Convent, . . .	103	64
" . . .	15	2837	Maghera, . . .	45	37
" . . .	16	18112	St. James', . . . m.	48	38
" . . .	—	10450	St. Patrick's, . . . f.	33	27
Cavan, . . .	23	13259	St. Joseph's, . . . m.	66	32
" . . .	—	13425	St. Mary's, . . . m.	67	53
Down, . . .	7	308	Knockragin, . . . m.	41	26
" . . .	—	9609	Keshmogh, . . .	43	25
" . . .	—	4718	Drumcree, . . . m.	64	30
" . . .	—	9879	Brackish, . . . m.	42	29
Tyrone, . . .	14	5680	Rosebery, . . .	36	23
" . . .	—	1382	Ravenhill, . . . m.	50	24
" . . .	15	4151	Multiash, . . .	16	15
" . . .	—	12437	Loy Convent,* . . .	115	47
Cork, . . .	60	11996	SS. Peter and Paul's, . . . f.	30	26
Keery, . . .	37	15261	Killarney,* . . .	92	52
Dublin, . . .	30	2067	St. Michael's, . . . m.	47	25
" . . .	—	15056	St. Vincent's Convent, . . .	123	127
" . . .	37	14182	St. Kevin's,* . . .	130	39
" . . .	—	1839	St. Andrew's, . . . m.	33	22
" . . .	—	6978	Isleboro Model, . . . m.	69	42
" . . .	46	752	Central Model, . . . m.	94	43
" . . .	40	5540	West Dublin Model, . . . m.	45	26
" . . .	—	15068	St. Andrew's,* . . .	159	58
Longford, . . .	28	1430	Clonsilla, . . .	37	24
" . . .	—	12813	St. Columba's, . . . m.	46	29
Wicklow, . . .	40	7974	Kilcock, . . .	32	18
Leitrim, . . .	28	3342	Drumadern, . . . m.	76	47
Mayo, . . .	21	13362	St. Francis Xavier's, . . .	45	24
Total, . . .				1,913	1,290

* This Evening School has a separate Roll Number.

APPENDIX E.

Appendix.
Section II.
E.
Condition
of School
premises,
&c.

APPENDIX E.—CONDITION OF SCHOOL PREMISES, &c.

TABLE NO. I.—Classification of 8,650 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.	
1. Letterkenny, . . .	111	20	-	29	128	28	4	144	26	-	179
2. Londonderry, . . .	115	29	15	1	103	47	10	105	43	12	260
3A. " . . .	22	2	-	1	33	2	-	33	2	-	35
3. Coleraine, . . .	123	26	4	5	144	19	3	123	21	3	137
4. Ballymena, . . .	61	57	13	19	75	64	11	52	85	7	160
5. Donegal, . . .	73	30	9	35	99	29	20	108	44	2	149
6. Strabane, . . .	59	69	12	14	101	47	6	69	30	5	144
7. { Magherafelt, Castledown, (two locs.)	56	63	3	6	26	72	-	68	99	-	168
8. Belfast, North, . . .	105	34	4	-	100	43	-	112	30	1	243
8A. Carrickfergus, . . .	129	15	4	8	126	21	-	126	20	-	246
9. Belfast, South, . . .	117	10	-	-	113	14	-	118	9	-	127
9A. " . . .	30	10	-	-	24	14	2	30	8	2	40
10. { Newtownards, Belmont, Belfast, (two locs.)	140	15	3	-	140	15	3	149	6	3	158
11. Lurgan, . . .	85	28	12	8	107	25	1	114	17	2	133
12. Sligo, . . .	31	30	-	34	107	37	1	112	30	3	143
13. Enniskillen, . . .	75	47	11	20	96	67	-	110	63	-	163
14. Omagh, . . .	120	27	2	3	110	32	10	127	22	2	152
15. Dungannon, . . .	94	1	1	1	94	3	-	89	3	-	92
16. Armagh, . . .	67	64	19	4	78	72	4	101	53	-	155
17. Downpatrick, . . .	113	15	5	7	132	9	2	139	4	-	142
18. Monaghan, . . .	79	55	8	10	74	70	8	77	70	5	152
19. Newry, . . .	101	20	1	4	77	84	-	89	61	-	150
20. Ballina, . . .	95	17	9	24	98	60	7	104	37	4	145
21. Ballaghaderreen, . . .	98	23	5	11	53	72	13	27	95	12	140
22. Boyle, . . .	93	5	-	30	110	18	-	120	8	-	128
23. Cavan, . . .	86	49	-	16	120	31	-	104	67	-	171
24. Bellefborough, . . .	79	29	8	35	122	13	6	100	43	2	151
25. Dundalk, . . .	92	30	1	2	57	28	8	123	10	-	131
26. Westport, . . .	129	7	-	14	120	28	-	144	16	-	160
27. Roscommon, . . .	79	35	7	25	102	38	6	59	87	-	146
28. Longford, . . .	117	18	4	9	119	19	3	132	14	-	146
29. Trim, . . .	120	8	10	2	120	13	-	117	21	-	138

TABLE No. 1.—Classification of 8,650 National Schools in regard to cleanliness of School-rooms and Children, also Out-Offices—continued.

Appendix,
Section II.
E.

District and Centre.	A. Out-Offices.				B. School-rooms.			C. Children.			Total Number of Schools.	Condition of School premises, &c.
	Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.		
31. Dublin, North.	114	29	-	1	133	22	-	132	22	-	144	
32A. " "	42	2	-	-	41	3	-	44	-	-	44	
33. Ballinacorney.	109	7	1	24	192	28	1	119	22	-	141	
32. Tern.	69	31	25	7	51	50	31	48	73	11	132	
33. Mullingar.	74	57	8	12	92	48	11	92	58	1	151	
34. Galway.	116	12	7	11	120	14	13	130	22	4	146	
34A. " "	36	9	-	1	39	7	-	39	7	-	46	
35. Ballinakee.	91	11	32	19	102	29	13	143	-	1	144	
36. Parsonsstown.	49	60	20	16	60	70	15	70	70	5	145	
37. Dublin, No. 3.	97	24	6	-	117	9	1	115	10	2	127	
38. Lisnawel.	37	30	-	3	79	65	-	88	37	-	125	
39. Dublin, South.	112	38	-	5	150	36	-	110	37	8	155	
40A. " "	36	6	-	-	36	6	-	33	9	-	42	
41. Portarlington.	104	21	7	9	115	25	1	118	22	1	141	
42. Geri.	97	22	7	9	119	21	4	123	12	-	135	
43. Templemore.	67	17	11	44	56	55	12	69	55	7	129	
44. Athy.	119	10	2	12	113	24	1	123	14	1	143	
45. Kenda.	75	20	22	15	67	47	15	78	49	5	122	
46. Tipperary.	67	38	4	21	72	32	16	78	38	4	120	
47. Kilkenny.	114	27	1	11	135	16	2	136	17	-	153	
48. Yonghal.	77	43	5	5	80	39	11	92	57	-	130	
49. Waterford.	75	45	15	7	98	37	7	113	27	2	142	
50. Enniscorthy.	95	41	7	16	83	60	8	90	53	8	153	
51. Limerick.	69	44	6	12	80	42	-	96	26	-	122	
52. Rathkeale.	70	44	-	4	74	37	7	92	21	5	118	
53. Clonmel.	100	5	2	14	104	15	2	109	12	-	121	
54. Tralee.	50	54	5	14	80	30	3	78	34	1	113	
55. Millstreet.	95	14	4	2	87	27	2	70	43	3	116	
56. Mallow.	64	23	17	3	66	41	5	82	30	-	112	
57. Kilkenny.	80	43	7	1	84	26	20	70	50	10	126	
58. Bantry.	72	21	7	33	91	33	9	103	30	-	123	
59. Dromanway.	90	14	1	5	101	15	3	115	4	-	119	
60. Cork.	113	23	12	4	130	18	4	132	17	3	162	
60A. " "	22	3	-	6	23	7	1	19	12	-	21	
Total.	5,720	1,736	414	730	6,387	2,194	350	6,387	2,115	155	8,650	

Appendix.

Section II.
E.

TABLE NO. 2.—Classification of 8,650 National Schools

Condition of School premises, &c.	District and Centre.	No. of Schools Retained.	A. Building, Repairs, &c.			B. Furniture and Apparatus.		
			Good.	Middling.	Bad.	Good.	Middling.	Bad.
1. Letterkenny, . . .		170	119	31	20	123	40	7
2. Londonderry, . . .		150	130	21	9	104	40	14
3A.		85	27	3	-	33	4	-
3. Coleraine,		157	150	4	3	132	3	2
4. Ballymena,		150	96	35	19	84	32	14
5. Donagh,		143	90	29	24	93	45	5
6. Strabane,		134	94	45	15	92	37	5
7. { Magherafelt, Castle- { down (pro tem.), . . .		132	85	37	6	84	70	4
8. Belfast, North, . . .		142	113	24	6	108	32	-
8A. Carrickfergus, . . .		136	131	19	6	134	22	-
9. Belfast, South, . . .		127	119	8	-	114	12	1
9A.		40	8	29	3	10	28	2
10. { Newtownards, Bel- { mont, Belfast, . . .		128	115	23	17	128	19	1
11. Lurgan,		133	112	14	7	114	17	2
12. Eliza,		145	84	50	11	102	30	7
13. Enniskillen,		153	100	30	23	94	33	2
14. Omagh,		152	100	37	15	110	24	14
15. Dungannon,		97	91	5	1	90	7	-
16. Armagh,		154	91	59	4	67	83	4
17. Downpatrick,		143	121	19	3	95	42	6
18. Monaghan,		132	105	20	3	114	32	6
19. Newry,		141	93	47	1	90	50	1
20. Ballina,		145	96	32	17	99	34	12
21. Ballaghaderreen, . . .		140	77	35	28	104	19	30
22. Boyle,		128	83	29	20	86	15	18
23. Cavan,		151	116	32	3	114	37	-
24. Bellebrough,		153	113	22	16	73	53	25
25. Droghda,		121	95	21	12	87	37	7
26. Westport,		160	133	23	9	120	23	7
27. Roscommon,		146	105	13	23	88	28	29
28. Longford,		140	119	21	6	103	35	8
29. Trim,		138	118	17	3	112	21	4
30. Dublin, North,		144	121	21	2	121	21	2
30A.		44	34	8	6	32	12	-
31. Ballinamore,		151	78	51	22	70	36	29
32. Tully,		132	84	29	11	64	49	19
33. Mullingar,		151	94	47	10	81	59	11
34. Galway,		142	129	14	12	129	14	12
34A.		46	25	19	2	28	18	-
35. Ballinasloe,		143	119	15	10	96	27	21
36. Parnassow,		145	87	40	18	87	40	18
37. Dublin, No. 3,		127	119	6	2	109	15	2
38. Listowel,		125	82	36	7	60	28	-
39. Dublin, South,		150	147	3	-	117	30	8
40A.		42	31	11	-	20	15	-
41. Portlinton,		141	119	18	4	96	33	10
42. Gort,		135	115	13	7	114	9	12
43. Templemore,		129	79	34	19	84	34	24
44. Ashy,		143	91	42	10	86	34	23
45. Ennis,		132	75	31	26	81	38	23
46. Tipperary,		120	82	20	12	84	28	8
47. Kilkenny,		158	144	7	2	114	24	12
48. Youghal,		150	73	65	12	72	69	9
49. Waterford,		142	89	33	20	88	41	13
50. Enniscorthy,		153	75	64	14	76	63	14
51. Limerick,		122	70	30	2	65	57	-
52. Rathkeale,		118	80	28	8	90	25	3
53. Clonmel,		121	85	23	3	83	35	3
54. Trillick,		153	89	27	6	89	30	3
55. Milbinstown,		156	85	26	6	87	28	1
56. Malver,		113	71	29	12	69	33	19
57. Kilmarnock,		130	72	37	21	71	38	18
58. Dunmurry,		133	108	16	9	97	22	14
59. Dunsany,		119	101	15	3	104	12	5
60. Cork,		152	113	31	8	109	30	5
60A.		31	27	2	2	28	3	-
Total,		8,650	6,221	1,778	651	5,991	2,195	551

in regard to heads indicated in the following Table :—

Appendix.
Section II.

C. Premises, Playgrounds, &c.				D. Space Accommodation.			E. Supply of Books and other Requisition.			District.	Condition of School premises, &c.
Good.	Middling.	Bad.	None.	Good.	Middling.	Bad.	Good.	Middling.	Bad.		
51	54	-	65	81	72	17	120	42	8	1	1
55	51	29	25	150	6	4	120	31	9	2	2A
23	5	-	7	32	3	-	38	2	-	3	3
30	35	3	20	110	4	3	113	24	-	4	4
30	41	15	64	110	28	12	86	39	5	5	5
27	29	7	46	125	15	9	90	45	-	5	5
66	42	10	36	117	30	7	79	63	6	6	6
43	55	18	42	151	5	2	101	53	4	7	7
65	23	-	56	105	28	12	132	11	-	8	8
68	59	-	29	130	14	3	109	34	22	8A	8A
114	13	-	-	121	5	1	122	5	-	9	9
4	8	7	19	27	5	8	39	1	-	9A	9A
107	15	10	26	131	8	19	142	10	-	10	10
78	17	23	15	104	26	3	116	13	4	11	11
53	49	5	38	105	31	11	121	20	1	12	12
27	27	1	63	134	16	3	113	40	-	13	13
28	22	7	25	121	22	6	115	30	7	14	14
29	-	-	8	95	3	1	97	-	-	15	15
42	54	10	48	145	9	2	52	60	12	16	16
49	40	-	34	102	36	5	124	14	5	17	17
74	37	41	-	148	-	4	96	40	17	18	18
65	39	20	17	107	32	2	73	68	-	19	19
36	21	4	24	107	23	15	114	20	11	20	20
53	18	27	2	105	18	17	93	45	2	21	21
71	30	27	-	99	25	4	115	13	-	22	22
83	46	9	3	142	8	1	106	35	-	23	23
56	19	19	57	114	24	13	142	9	-	24	24
53	19	10	49	104	20	7	108	14	9	25	25
120	22	4	4	145	14	1	143	37	-	26	26
49	38	14	25	104	23	19	99	40	7	27	27
36	24	10	16	121	18	7	104	34	8	28	28
70	26	8	34	129	7	2	71	27	30	29	29
100	32	5	7	130	10	4	139	5	-	30	30
29	11	-	-	31	12	1	40	4	-	30A	30A
92	18	4	31	113	10	18	133	7	1	31	31
72	28	22	10	71	28	23	62	61	9	32	32
62	28	4	53	119	25	7	147	4	-	33	33
117	18	6	5	120	7	9	137	9	-	34	34
27	15	3	1	27	15	4	33	8	-	34A	34A
84	32	14	14	116	19	9	127	9	3	35	35
80	31	-	34	120	10	15	60	60	25	36	36
16	13	6	13	121	2	4	106	23	-	37	37
26	29	6	5	84	35	6	80	36	6	38	38
117	29	14	5	126	14	3	134	23	-	40	40
25	15	6	1	26	-	4	26	4	-	40A	40A
73	20	17	31	112	16	13	130	11	-	41	41
104	10	2	19	114	13	8	91	30	14	42	42
67	8	19	35	103	15	11	121	8	-	43	43
27	17	8	21	126	12	4	86	42	14	44	44
87	23	9	8	112	7	13	115	10	7	45	45
75	18	6	21	90	15	13	96	14	10	46	46
101	9	1	42	163	-	-	117	30	6	47	47
35	36	6	31	98	31	6	54	46	-	48	48
81	46	-	16	113	17	12	168	22	7	49	49
66	37	10	20	133	4	18	120	33	-	50	50
50	40	12	20	107	12	3	75	47	-	51	51
80	30	5	3	104	13	1	75	36	5	52	52
74	26	-	12	109	8	4	107	12	2	53	53
79	16	9	9	95	7	11	78	25	-	54	54
88	24	10	-	96	11	9	100	15	1	55	55
61	27	7	17	79	22	11	86	19	7	56	56
69	40	22	5	118	8	4	38	52	20	57	57
89	23	6	26	102	15	16	66	39	28	58	58
101	22	3	3	105	7	6	115	4	-	59	59
69	24	18	27	126	22	4	126	22	4	60	60
17	5	-	9	24	5	2	24	7	-	60A	60A
4,76	1,329	632	1,472	7,114	1,093	500	6,530	1,754	349		

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tions.
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APPENDIX F.—RESULTS EXAMINATIONS.

TABULATIONS OF PROFICIENCY at RESULTS EXAMINATIONS:—

(a.) OF PUPILS OF FIRST AND HIGHER CLASSES at:—

(1.) ORDINARY SCHOOLS.

The total number of Ordinary Schools examined for results for the period ended within the twelve months to 30th September, 1899, was 8,063.

Number of pupils on school rolls (including infants) on last day of month preceding inspection:—

Boys, 349,108; Girls, 313,785; Total, 662,893.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was:—

Boys, 225,795; Girls, 203,236; Total, 429,031.

Per centage to number on Rolls on last day of month preceding inspection, 64·7.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results:—

Boys, 261,424; Girls, 239,605; Total, 501,029.

Number (including infants) who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees:—

Boys, 251,145; Girls, 228,290; Total, 479,435.

Per-centage to number qualified, 95·7.

The following figures show the number of pupils examined in First and Higher Classes, and the number who passed in all the three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors:—

GRADES.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class,	68,782	58,853	85·6	18·4
Second Class,	69,631	54,640	78·3	18·6
Third Class,	67,453	51,698	76·6	18·0
Fourth Class,	58,576	37,581	64·2	15·7
Fifth Class (First Stage),	45,061	28,868	64·1	12·1
Fifth Class (Second Stage),	32,434	20,260	62·5	8·7
Sixth Class,	31,783	19,409	61·2	8·5
Total,	373,678	271,332	72·6	109·0

ORDINARY SCHOOLS.

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TABULATIONS of PROFICIENCY at RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

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CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I.,	68,782	65,154	94.7	Class III.,	67,458	54,496	80.8
" II.,	69,631	63,672	90.6	" IV.,	58,576	49,066	83.4
" III.,	67,458	60,172	88.2	" V ¹ .,	45,064	38,286	84.7
" IV.,	58,576	51,137	87.3	" V ² .,	32,434	21,633	66.7
" V ¹ .,	45,064	39,841	88.4	" VI.,	31,733	21,976	69.2
" V ² .,	32,434	29,510	90.4	Total,	235,265	167,937	71.0
" VI.,	31,733	27,630	87.1				
Total,	373,678	336,316	90.0	GEOGRAPHY.			
WRITING.				Class III.,	67,458	56,265	83.4
Class I.,	68,782	66,316	96.4	" IV.,	58,576	45,870	78.3
" II.,	69,631	66,209	95.1	" V ¹ .,	45,064	34,256	76.0
" III.,	67,458	63,459	94.0	" V ² .,	32,434	24,921	76.8
" IV.,	58,576	55,160	94.9	" VI.,	31,733	23,079	72.7
" V ¹ .,	45,064	39,620	88.0	Total,	235,265	184,391	78.4
" V ² .,	32,434	29,818	91.9				
" VI.,	31,733	28,974	91.3	AGRICULTURE.			
Total,	373,678	331,865	94.2	Class IV.,	25,974	16,136	62.3
ARITHMETIC.				" V ¹ .,	20,554	12,126	59.0
Class I.,	68,782	61,629	89.6	" V ² .,	15,212	11,282	74.2
" II.,	69,631	60,649	87.1	" VI.,	16,206	11,975	73.9
" III.,	67,458	57,687	85.5	Total,	77,946	51,579	66.2
" IV.,	58,576	42,502	72.5				
" V ¹ .,	45,064	33,950	75.3	BOOK-KEEPING.			
" V ² .,	32,434	22,633	69.8	Class V ¹ .,	9,497	6,724	70.8
" VI.,	31,733	21,779	68.6	" V ² .,	6,876	4,685	68.1
Total,	373,678	306,029	80.5	" VI.,	5,748	3,866	67.2
SPELLING.				Total,	22,121	15,275	69.0
Class I.,	68,782	64,551	93.8	NEEDLEWORK.			
" II.,	69,631	61,383	88.1	Class II.,	30,552	27,745	90.8
" III.,	67,458	59,727	88.5	" III.,	30,270	28,421	93.9
" IV.,	58,576	44,305	75.8	" IV.,	26,545	24,755	93.2
" V ¹ .,	45,064	37,239	82.6	" V ¹ .,	20,647	18,762	90.9
" V ² .,	32,434	28,743	88.6	" V ² .,	15,122	14,035	92.8
" VI.,	31,733	27,515	86.7	" VI.,	13,794	13,106	95.0
Total,	373,678	316,545	84.7	Total,	138,930	126,894	92.0

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tions.
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TABULATION OF PROFICIENCY at RESULTS EXAMINATIONS :—

(2.) MODEL SCHOOLS.

PUPILS OF FIRST AND HIGHER CLASSES.

The total number of Model Schools examined for results for the periods ended within the twelve months ended 30th September, 1899, was 76.

Number of pupils on school rolls (including infants) on last day of month preceding inspection :—

Boys, 5,211; Girls, 4,294; Total, 9,505.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examination in the respective schools was :—

Boys, 3,936; Girls, 3,091; Total, 7,027.

Percentage to number on Rolls on last day of month preceding inspection, 73·9.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results :—

Boys, 3,923; Girls, 3,324; Total, 7,307.

Number (including infants) who had made 100 attendances or over within the results year, and were present and examined on day of inspection for results fees :—

Boys, 3,814; Girls, 3,081; Total, 6,925.

Percentage to number qualified, 94·7.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed in all the three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors :—

GRADES.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class, . . .	729	681	93·5	12·1
Second Class, . . .	816	728	89·2	13·6
Third Class, . . .	861	760	88·3	14·3
Fourth Class, . . .	910	767	84·3	15·1
Fifth Class (First Stage), .	875	739	84·3	14·6
Fifth Class (Second Stage), .	748	653	87·3	12·4
Sixth Class, . . .	1,095	929	84·8	18·1
Total, . . .	6,033	5,256	87·1	100·0

MODEL SCHOOLS.
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CLASSES.	No. of Pupils examined for Month Pace in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Month Pace in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I.,	728	652	89.6	Class III.,	861	779	90.5
" II.,	816	770	94.4	" IV.,	910	764	83.9
" III.,	861	830	95.2	" V.,	875	628	71.8
" IV.,	910	883	97.0	" V.,	740	584	78.1
" V.,	875	839	95.9	" VI.,	1,095	817	74.6
" VI.,	748	735	98.2	Total,	4,480	3,572	79.6
" VI.,	1,095	1,063	97.0				
Total,	6,033	5,762	95.5				
WRITING.				GEOGRAPHY.			
Class I.,	728	609	83.6	Class III.,	861	764	88.7
" II.,	816	786	96.3	" IV.,	910	767	84.3
" III.,	861	831	96.5	" V.,	875	716	81.0
" IV.,	910	887	97.5	" V.,	748	654	87.4
" V.,	875	830	94.8	" VI.,	1,095	910	83.1
" V.,	748	725	96.9	Total,	4,480	3,815	84.9
" VI.,	1,095	1,033	94.3				
Total,	6,033	5,791	96.0				
ARITHMETIC.				AGRICULTURE.			
Class I.,	728	633	87.0	Class IV.,	190	96	51.6
" II.,	816	757	92.8	" V.,	160	100	64.3
" III.,	861	791	91.9	" V.,	153	120	78.9
" IV.,	910	860	94.5	" VI.,	176	132	75.0
" V.,	875	784	89.6	Total,	678	433	66.8
" V.,	748	683	91.3				
" VI.,	1,095	964	88.0				
Total,	6,033	5,412	89.7				
SPELLING.				BOOK-KEEPING.			
Class I.,	728	645	88.5	Class V.,	538	494	91.6
" II.,	816	747	91.5	" V.,	541	457	84.5
" III.,	861	746	86.6	" VI.,	656	549	83.6
" IV.,	910	761	83.6	Total,	1,734	1,500	86.6
" V.,	875	805	92.0				
" V.,	748	708	94.6				
" VI.,	1,095	1,018	93.0				
Total,	6,033	5,430	90.0				
NEEDLEWORK.				NEEDLEWORK.			
Class I.,	728	645	88.5	Class II.,	358	317	88.6
" II.,	816	747	91.5	" III.,	377	352	93.4
" III.,	861	746	86.6	" IV.,	400	379	94.7
" IV.,	910	761	83.6	" V.,	369	376	101.9
" V.,	875	805	92.0	" V.,	309	298	96.4
" V.,	748	708	94.6	" VI.,	524	514	98.1
" VI.,	1,095	1,018	93.0	Total,	2,362	2,236	94.7
Total,	6,033	5,430	90.0				

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tions.Convent
and
Monastery
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(3.) CONVENT AND MONASTERY SCHOOLS.

The total number of Convent and Monastery Schools examined for results for the period ended within the twelve months to 30th September, 1899, was 343.

Number of pupils on school rolls (including infants) on last day of month preceding inspection:—

Boys, 29,102; Girls, 78,578; Total, 107,680.

The average daily attendance (including infants) for twelve months ending last day of month immediately preceding the Results Examinations in the respective schools was:—

Boys, 19,306; Girls, 51,229; Total, 73,435.

Percentage to number on Rolls on last day of month preceding inspection, 68.2.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results:—

Boys, 19,603; Girls, 58,542; Total, 78,145.

Number (including infants) who made 100 attendances or over within the results year and were present and examined on day of inspection:—

Boys, 18,613; Girls, 53,990; Total, 72,603.

Percentage to number qualified, 92.9.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed in all the three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors.

GRADES.	Number examined.	Number passed.	Percentage passed.	Percentage examined in each class to total number examined.
First Class,	10,351	9,694	93.7	21.2
Second Class,	9,458	8,225	87.0	19.4
Third Class,	7,809	6,759	86.5	16.9
Fourth Class,	6,825	5,450	79.9	14.0
Fifth Class (First Stage), .	5,072	4,050	79.9	10.4
Fifth Class (Second Stage), .	4,121	3,370	81.8	8.4
Sixth Class,	5,219	4,204	80.5	10.6
Total,	48,855	41,752	85.5	100.0

CONVENT AND MONASTERY SCHOOLS.

GENERAL ABSTRACT OF ANSWERING.

TABULATION OF PROFICIENCY at RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

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CLASSES.	No. of Pupils examined for Results in subject.	No. of Pupils unsuccessful for answering in subject.	Percentage of Passes to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results in subject.	No. of Pupils unsuccessful for answering in subject.	Percentage of Passes to No. of Pupils examined.
READING.				GRAMMAR.			
Class I.,	10,351	10,117	97.7	Class III.,	7,009	6,633	85.0
" II.,	9,458	9,032	95.5	" IV.,	6,823	5,334	79.2
" III.,	7,809	7,374	94.4	" V.,	5,072	3,642	71.8
" IV.,	6,825	6,367	93.3	" VI.,	4,121	3,112	75.5
" V.,	5,072	4,821	95.1	" VI.,	5,219	4,286	81.1
" VI.,	4,121	3,930	95.9	Total,	29,046	22,959	79.0
" VI.,	5,219	4,993	95.7				
Total,	48,855	46,654	95.5	GEOGRAPHY.			
WRITING.				Class III.,	7,009	6,770	86.7
Class I.,	10,351	10,274	99.2	" IV.,	6,823	5,504	80.6
" II.,	9,458	9,238	97.9	" V.,	5,072	4,123	81.4
" III.,	7,809	7,707	98.7	" VI.,	4,121	3,379	82.0
" IV.,	6,825	6,581	96.4	" VI.,	5,219	4,382	84.0
" V.,	5,072	4,892	92.5	Total,	29,046	24,163	83.2
" VI.,	4,121	3,946	95.8				
" VI.,	5,219	4,989	95.6	AGRICULTURE.			
Total,	48,855	47,447	97.1	Class IV.,	485	311	62.0
ARITHMETIC.				" V.,	365	213	58.3
Class I.,	10,351	9,867	95.3	" VI.,	317	254	80.1
" II.,	9,458	9,094	92.0	" VI.,	399	310	77.7
" III.,	7,809	7,134	91.4	Total,	1,576	1,083	69.0
" IV.,	6,825	5,746	84.2				
" V.,	5,072	4,423	87.2	BOOK-KEEPING.			
" VI.,	4,121	3,591	87.1	Class VI.,	1,365	1,329	77.0
" VI.,	5,219	4,637	85.0	" V.,	1,512	1,178	77.9
Total,	48,855	43,896	89.8	" VI.,	1,269	989	81.8
SPELLING.				Total,	4,706	3,696	78.5
Class I.,	10,351	9,875	95.4	NEEDLEWORK.			
" II.,	9,458	8,897	88.8	Class II.,	7,317	6,776	92.6
" III.,	7,809	6,262	79.9	" III.,	6,603	6,342	96.0
" IV.,	6,825	5,440	79.8	" IV.,	5,865	5,596	95.4
" V.,	5,072	4,518	89.1	" V.,	4,440	4,179	94.1
" VI.,	4,121	3,725	90.4	" VI.,	3,574	3,439	96.2
" VI.,	5,219	4,765	91.3	" VI.,	4,582	4,439	98.2
Total,	48,855	42,970	88.0	Total,	32,581	30,831	95.2

Approved
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tions.
Workhouse
Schools.

(4) WORKHOUSE SCHOOLS.

The total number of Workhouse Schools examined for results for the periods ended within the twelve months to 30th September, 1899, was 148.

Number of pupils on school rolls (including infants) on last day of Results year :—

Boys, 2,894; Girls, 2,167; Total, 5,061.

The average daily attendance (including infants) for 12 months ending last day of month immediately preceding the Results Examinations in the respective schools was :—

Boys, 2,482; Girls, 1,877; Total, 4,359.

Percentage to number on Rolls on last day of month preceding inspection, 86·1.

Number of pupils (including infants) qualified by attendance for presentation at Examinations for Results :—

Boys, 2,176; Girls, 1,621; Total, 3,797.

Number (including infants) who made 100 attendances or over within the results year, and were present and examined on day of inspection :—

Boys, 2,012; Girls, 1,403; Total, 3,415.

Percentage to number qualified, 89·9.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed in all three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors :—

GRADE.	Number examined.	Number passed.	Per-centage passed.	Per-centage examined in each class to total number examined.
First Class, . . .	569	493	86·6	24·2
Second Class, . . .	518	443	85·5	22·1
Third Class, . . .	485	410	84·5	20·5
Fourth Class, . . .	363	274	74·8	15·6
Fifth Class (First Stage), .	257	186	72·3	10·9
Fifth Class (Second Stage),	112	76	67·9	4·7
Sixth Class, . . .	48	34	70·8	2·0
Total, . . .	2,355	1,916	81·3	100·0

WORKHOUSE SCHOOLS.

GENERAL ABSTRACT OF ANSWERING.

TABULATION OF PROFICIENCY AT RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

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tionsWorkhouse
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CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Pupils to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Pupils to No. of Pupils examined.
READING.				GRAMMAR.			
Class I.,	569	546	95.9	Class III.,	485	423	87.2
" II.,	518	498	96.1	" IV.,	365	284	77.6
" III.,	485	456	94.0	" V.,	257	177	68.8
" IV.,	365	347	94.8	" VI.,	112	75	66.9
" V.,	257	238	92.6	" VI.,	48	30	62.5
" VI.,	112	104	92.8	Total,	1,268	989	78.0
" VI.,	48	41	85.4				
Total,	2,355	2,230	94.7	GEOGRAPHY.			
WRITING.				Class III.,	485	427	88.0
Class I.,	569	547	96.1	" IV.,	365	323	88.2
" II.,	518	510	98.4	" V.,	257	219	85.2
" III.,	485	465	95.4	" VI.,	112	90	80.3
" IV.,	365	339	92.9	" VI.,	48	33	68.7
" V.,	257	226	88.7	Total,	1,268	1,062	83.7
" VI.,	112	104	92.8				
" VI.,	48	39	81.2	AGRICULTURE.			
Total,	2,355	2,250	95.5	Class IV.,	116	63	54.3
ARITHMETIC.				" V.,	87	58	66.6
Class I.,	569	511	89.8	" VI.,	42	33	78.5
" II.,	518	473	91.1	" VI.,	27	23	85.1
" III.,	485	415	85.5	Total,	272	177	65.0
" IV.,	365	281	76.7				
" V.,	257	200	77.8	BOOK-KEEPING.			
" VI.,	112	75	66.9	Class VI.,	15	14	93.3
" VI.,	48	29	60.4	" VI.,	11	8	72.7
Total,	2,355	1,983	84.2	" VI.,	6	5	83.3
SPELLING.				Total,	32	27	84.3
Class I.,	569	534	93.8	NEEDLEWORK.			
" II.,	518	469	90.5	Class II.,	192	178	92.7
" III.,	485	420	86.6	" III.,	132	173	94.5
" IV.,	365	300	81.9	" IV.,	142	138	97.1
" V.,	257	220	85.6	" V.,	105	95	90.4
" VI.,	112	100	89.2	" VI.,	35	33	94.3
" VI.,	48	39	81.2	" VI.,	8	8	100.0
Total,	2,355	2,082	88.4	Total,	664	624	93.9

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tions.
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(5.) EVENING SCHOOLS.

The total number of Evening Schools examined for results for the periods ended within the twelve months to 30th September, 1899, was 30.

Number of pupils on school rolls on last day of month preceding inspection :—

Males, 1,446; Females, 466; Total, 1,912.

The average daily attendance for twelve months ended last day of month immediately preceding the Results Examinations in the respective schools was :—

Males, 833; Females, 355; Total, 1,208.

Percentage to number on Rolls on last day of month preceding inspection, 63.2.

Number of pupils qualified by attendance for presentation at Examinations for Results :—

Males, 813; Females, 269; Total, 1,102.

Number of pupils who had made 50 attendances or over within the results year, and were present and examined on day of inspection for results fees :—

Males, 629; Females, 247; Total, 875.

Percentage to number qualified, 79.4.

The following figures show the number of pupils examined in the First and Higher Classes, and the number who passed in all the three subjects—Reading, Writing, and Arithmetic—at the annual examinations by the Inspectors :—

GRADES.	Number examined.	Number passed.	Percentage passed.	Percentage examined in each class to total number examined.
First Class,	33	28	84.8	3.8
Second Class,	105	71	67.6	12.0
Third Class,	135	79	58.5	15.4
Fourth Class,	174	87	50.0	19.9
Fifth Class (First Stage), .	146	61	41.8	16.7
Fifth Class (Second Stage),	126	40	31.7	14.4
Sixth Class,	156	67	42.9	17.8
Total,	875	433	49.5	100.0

EVENING SCHOOLS.

GENERAL ABSTRACT of ANSWERING.

TABULATION of PROFICIENCY at RESULTS EXAMINATIONS of Pupils of First and Higher Classes.

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tions.Evening
Schools.

CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Pupils to No. of Pupils examined.	CLASSES.	No. of Pupils examined for Results First in subject.	No. of Pupils assigned for answer- ing in subject.	Percentage of Pupils to No. of Pupils examined.
READING.				ARITHMETIC.			
Class I.,	33	29	87.9	Class I.,	33	30	90.9
" II.,	105	85	89.5	" II.,	105	84	80.0
" III.,	135	118	87.4	" III.,	135	81	60.0
" IV.,	174	152	87.3	" IV.,	174	98	56.3
" V.,	146	137	93.8	" V.,	146	76	47.9
" VI.,	126	117	92.8	" VI.,	126	42	33.3
" VII.,	156	147	94.2	" VII.,	156	67	42.9
Total,	875	785	89.7	Total,	875	472	53.9
WRITING.				SPELLING.			
Class I.,	33	33	97.0	Class I.,	33	28	84.4
" II.,	105	102	97.1	" II.,	105	66	62.8
" III.,	135	128	94.8	" III.,	135	86	63.7
" IV.,	174	168	96.5	" IV.,	174	115	66.1
" V.,	146	118	80.8	" V.,	146	104	71.2
" VI.,	126	118	93.8	" VI.,	126	93	73.8
" VII.,	156	145	92.9	" VII.,	156	135	86.5
Total,	875	811	92.7	Total,	875	627	71.6
				BOOK-KEEPING.			
				Class VI.,	4	2	50.0
				" VI.,	13	-	-
				" VI.,	17	-	-
				Total,	34	2	5.9

(b.) RESULTS EXAMINATIONS OF INFANT PUPILS.

TABULATIONS OF PROFICIENCY AT RESULTS EXAMINATION
OF INFANT PUPILS AT:—Results
Examina-
tions.

Infants.

	Number examined.	Number passed.	Percentage passed.
1. Ordinary Schools,	105,757	97,042	91.7
2. Model Schools,	892	860	96.4
3. Convent and Monastery Schools,	23,748	23,091	97.2
4. Workhouse Schools,	1,060	1,014	95.7

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G.—INDUSTRIAL INSTRUCTION.

REPORTS ON NATIONAL SCHOOLS HAVING SPECIAL INDUSTRIAL DEPARTMENTS.

Synopsis of Reports by District Inspectors on Industrial Instruction. SYNOPSIS of REPORTS by DISTRICT INSPECTORS on SCHOOL DEPARTMENTS coming within the provisions of Rule 155 (Industrial Instruction), viz. :—

(a.) In a National School where the manager desires that special provision be made for the instruction and training of Externs, as well as of those female pupils who have passed through the Sixth Class, in embroidery and other advanced kinds of needlework or other approved branches of industrial instruction for females, a salary, dependent upon the circumstances of the case may be awarded to a Special Industrial Teacher thoroughly qualified to organize and conduct such instruction.

(b.) Such Teacher will be charged with the general supervision of the entire Industrial Education in the School, including the plain needlework, &c., prescribed in the programmes of the several classes, and will be personally responsible for the efficient instruction and training of a Special Industrial Class composed of extern young women, and of such pupils as may have passed through the ordinary literary course of the School.

(c.) Each member of the Special Industrial Class must be engaged in receiving industrial instruction daily, for such time as in consideration of the nature of the industry pursued, may be deemed adequate.

(d.) The recognition of a Special Industrial Teacher will not relieve the ordinary female teachers of the School from the obligation of giving efficient practical instruction, under the supervision of the special Industrial Teacher, in plain needlework, &c., to the pupils of the school classes as prescribed in the programmes, and particularly to the girls of the Sixth Class, under the Alternative Scheme approved for that class.

(e.) To warrant the recognition of a Special Industrial Teacher, there must be a separate work-room suitably furnished and used for the instruction of the Special Industrial Class. The instruction, however, of the several classes in needlework, &c., and of the Sixth Class in the Alternative Scheme, may be carried on wholly or partly by the teachers in this work-room.

(f.) The remuneration of the Special Industrial Teacher from the Commissioners, is limited to the personal salary awarded to her, but the Commissioners strongly recommend that such salary be supplemented from local sources by the Patron or Manager of the School.

(g.) In every Industrial Department a separate Roll Book, and separate Daily Report Book, must be kept for the Special Industrial Class.

DISTRICT 5.—BALLYSHANNON CONVENT, COUNTY DONEGAL.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since November, 1893. The branches taught are hand and machine knitting, shirt-making, underclothing, baby linen, altar linen, dressmaking, little boys' suits, art needlework, drawn thread work, Mountmellick and crochet work.

The number of pupils on the Rolls (including 23 externs) was 32, of whom 26 were present on the day of inspection engaged at machine knitting, finishing and pressing hosiery and shirtmaking. The work material is supplied partly by the ladies of the Community and partly by local drapers. Some of the finished work is returned to the local drapers; the rest is sold; the pupils receiving from 2s. to 15s. per week.

The condition of the Department is very satisfactory, the work done annually in making up garments, &c., being very considerable, and its quality and finish left little to be desired.

Plain needlework, knitting, &c., were satisfactorily taught to the pupils of the Literary School.

The teaching power was adequate.

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Industrial
Instruction.Bally-
shannon
Convent
Industrial
Depart-
ment.Mr.
McGhie.

DISTRICT 8.—CRUMLIN ROAD CONVENT, ANTRIM.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1868. The teacher is fully qualified to give instruction in dressmaking, under-skirting, knitting of jerseys, &c.; crocheting; Mountmellick work, sprigging, &c., &c.

The number of pupils on the Roll (including 16 externs) was 34, of whom 17 were present on the day of inspection engaged at chemille, hair-pin work, Mountmellick work, making garments, &c.

The work was very neat and useful.

The work material was supplied partly by the pupils and partly by the ladies of the Community. Some of the finished work is given to the poorer pupils; that made from the material supplied by the pupils is put to their own use; none was sold.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good. The teaching power was adequate.

Crumlin-
road
Convent
Industrial
Depart-
ment.Mr. T. P.
O'Connor.

DISTRICT 18.—MONAGHAN CONVENT, COUNTY MONAGHAN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1896. The teacher is qualified to give instruction in plain sewing and knitting, cutting-out, lace work (Carrickmacross) and embroidery.

The number of pupils on the Rolls (including 26 externs) was 48, of whom 24 were present on day of inspection engaged at Clones lace work.

The work material is supplied by the ladies of the Community and the pupils, and the finished work is disposed of to the Irish Industries Depot, and to local traders, each pupil receiving all the profits of the work made by her.

Monaghan
Convent
Industrial
Depart-
ment.

Mr. Keenan.

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Instruction.

In the Literary School plain sewing, knitting, and cutting-out were well taught to the different classes in accordance with the requirements of their respective programmes. The Alternative (Industrial) Scheme is adopted in the instruction of girls of the Sixth Class, and the articles of dress made by these pupils for the most part finds its way to their homes. The pupils of the Sixth Class, after a two years' course of instruction, are admitted to the Industrial Department as externs. The work done by the pupils of this Industrial Department can be readily disposed of at remunerative prices.

Canal-
street
Convent,
Industrial
Depart-
ment.

Mr. Ross.

DISTRICT 19.—CANAL-STREET CONVENT (NEWRY), COUNTY ARMAGH. INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since April, 1855. The teacher is well qualified in all branches of plain sewing, also in dressmaking, cutting-out, knitting, crochet, lacemaking (Limerick and point), embroidery, satin stitch, drawn linen, hem-stitching, &c.

The number of pupils on the Rolls (including forty-nine externs) was fifty-six, of whom forty-nine were present on the day of inspection, engaged at lace work in a special room fitted up for the purpose, fine underclothing work in linen and silk, embroidery, working monograms on table linen. The work in all these branches was of a superior character.

The work material is supplied by those sending orders and by the ladies of the Community. The finished work is largely made to order; some is disposed of by a saleswoman in England, and some is sold locally. Payment to the pupils varies from 1s. to 12s. per week, according to ability and industry of worker.

The number of externs was somewhat lower than it was in 1897 or 1898; but the attendance of those on Rolls is more regular. The work is of such a character as to command abundant orders both from new customers and former patrons. Good wages are earned by competent and industrious workers. The pupils of the Literary School showed good proficiency in needlework, and a class of girls presented in sewing-machine and dressmaking gave evidence of having received skilful instruction in this useful branch. No pupil was presented in the Alternative Scheme.

DISTRICT 19.—ROSTREVE CONVENT, COUNTY DOWN.

INDUSTRIAL DEPARTMENT.

Rostrevor
Convent,
Industrial
Depart-
ment.

Mr. Ross.

This Industrial Department has been in operation since 1868. The teacher is proficient in all branches of plain sewing, and in cutting-out and dressmaking; also in Limerick and point lace, Mountmellick work, embroidery, knitting and crochet.

The number of pupils on the Rolls (including six externs) was eight, of whom five were present on the day of inspection, engaged, with satisfactory results, at the making of men's shirts and ladies' underclothing.

The work material is supplied partly by the ladies of the Community, but mainly by those sending orders—most of the work is made to order; but some is disposed of locally. The pupils receive payment at the rate of from 2s. to 7s. per week, according to ability and industry. The work-room is comfortable, well lighted and ventilated, and very fair wages have been earned by competent

workers, yet the attendance at this department shows no advance. The work on hands, mostly fine underclothing, was of a satisfactory character.

The pupils of the Literary School were thoroughly well up to the requirements of the programme in needlework.

One girl was presented in the Alternative (Industrial) Scheme, and gave evidence of careful instruction in the branches selected.

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Industrial
Instruction.

DISTRICT 20.—ST. JOHN'S CONVENT (FOXFORD), COUNTY MAYO.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1894. The teacher is fully competent to give instruction in dress-making, the making of fine underclothing, shirtmaking, ecclesiastical embroidery, art work, and the knitting of stockings, jerseys, &c.

The number of pupils on the Rolls (including twenty-four externs) was thirty-one, of whom twenty-nine were present on the day of inspection, engaged, with good results, at shirtmaking, dressmaking, and knitting.

The work material is supplied by the ladies of the Community or by customers, and of the finished work some is sold to shops, and some being done to the order of customers is returned to them. The pupils receive from 1s. to 5s. per week, according to skill displayed.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good.

The teaching power was adequate.

St. John's
Convent
(Foxford).
Industrial
Department.

Mr. Sempie.

DISTRICT 21.—ST. FRANCIS XAVIER'S CONVENT (BALLAGHADEREEN), COUNTY MAYO.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1889. The branches taught were shirtmaking, embroidery, art needlework, altar vestments and dressmaking.

The number of pupils on the Roll (including sixteen externs) was twenty-six, of whom nine were present on the day of inspection, engaged at shirtmaking. The garments were well made and finished.

The work material is supplied chiefly by the local shopkeepers, and partly by the (religious) Community. The finished work is returned to the shops and portion sold by the nuns.

The pupils are paid at the rate of from 1s. 6d. to 7s. 6d. per week, according to proficiency.

The accommodation and mechanical facilities afforded by this Department were satisfactory. Shirtmaking being the chief industry taught, a large quantity of finished garments was sent out during the year. The sewing, including herring-bone stitch and button-holing, was done by a liberal machinery.

St. Francis
Xavier's
Convent
(Ballagh-
derreen).

Mr.
M'Glade.

DISTRICT 24.—CARRICKMACROSS NATIONAL SCHOOL, COUNTY MONAGHAN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1847. The teacher is qualified to give instruction in the branches taught.

The number of pupils on the Roll (including forty-one externs) was forty-three, of whom fourteen were present on the day of inspection, engaged at Gulpure and appliqué lace, and their work was excellent in every respect.

Carrickma-
cross
National
School.
Industrial
Depart-
ment.

M.
M'Mahon.

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Industrial
Instruction.

The work material is purchased by the manager from the Lace Depot, in Grafton-street, Dublin, and the finished work is sold. The workpeople received the price at which their work was disposed of, less the cost of materials.

This school is doing very good work in the locality, and provides employment for several women who would otherwise be idle. The work done is of great value, and finds a ready sale.

Carrickmacross
Convent,
Industrial
Department.
Mr.
M'Mahon,

DISTRICT 24.—CARRICKMACROSS CONVENT, COUNTY MONAGHAN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1898. The teacher is qualified to give instruction in the branches taught.

The number of pupils on the Roll (including eighteen externs) was thirty, of whom twenty-one were present on the day of inspection engaged at appliqué and Guipure lacemaking. The work was of an excellent character. The work material was supplied by the Lace Depot in Dublin, and the finished work is disposed of through the Depot, the workers being paid the price for which their work was sold, minus the cost of materials.

This department is conducted in a very satisfactory manner, and pupils are not allowed to forget or neglect their literary instruction, whilst they are made wonderfully skilful at lace-work. Some specimens of lace work were being sent for sale to Dublin on the day of inspection, and they reflected very great credit on the instructor. The teaching power was adequate.

Crossmaglen
Female
National
School,
Industrial
Department.
Dr. Steele,

DISTRICT 25.—CROSSMAGLEN FEMALE NATIONAL SCHOOL, COUNTY ARMAGH.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since June, 1896. The teacher won two silver medals at the Royal Dublin Society's Show at Ball's Bridge. The branches taught are different kinds of lace work.

The number of pupils on the rolls (including 117 externs) was 125, of whom thirty-four were present on the day of inspection engaged, with satisfactory results, at lace work.

The work material is supplied by the teacher, and the finished work is sold to the Lace Depot, Grafton-street, Dublin, the pupils earning from 6s. to 15s. per week, according to proficiency. Teacher pays about £100 per month to the workers.

The general proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good.

The teaching power was adequate.

Ardee
Convent,
Industrial
Department.
Dr. Steele,

DISTRICT 25.—ARDEE (2) CONVENT, COUNTY LOUTH.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since November, 1896. The teacher is thoroughly qualified to give instruction in various kinds of lace work.

The number of pupils on the Roll (including thirty-five externs) was thirty-nine, of whom twenty were present on the day of inspection engaged at lacemaking, crochet, and embroidery on silk. The work material is supplied from the school, and the finished work is disposed of by private sales and to the Lace Depot, in Dublin. The pupils receive the full price realised, less value of material.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was very good: the externs appeared to have done their work in a satisfactory manner. The teaching power was adequate.

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Instruction.*

DISTRICT 28.—ST. JOSEPH'S CONVENT (LONGFORD), COUNTY LONGFORD.
INDUSTRIAL DEPARTMENT.

*St. Joseph's
Convent
(Longford),
Industrial
Depart-
ment.
Mr.
O'Connor.*

This Industrial Department has been in operation since April, 1861. The teacher is qualified to give instruction in plain and fancy needlework, knitting and sewing machine, macramé lace, Berlin wool work, art needlework, ecclesiastical embroidery, &c.

The number of pupils on the Roll (including twenty externs) was forty-three, of whom twenty-seven were present on the day of inspection, engaged at machine knitting.

The work material is supplied generally by those who give orders, and the finished work is disposed of in the shops or to lady visitors. The wages range from 1s. to 6s. per week, according to circumstances.

The pupils of the Literary Department exhibited good proficiency in plain needlework, knitting, &c.

The teaching power was adequate.

DISTRICT 28.—GRANARD CONVENT, COUNTY LONGFORD.
INDUSTRIAL DEPARTMENT.

*Granard
Convent,
Industrial
Depart-
ment.
Mr.
O'Connell.*

This Industrial Department was opened on 1st January, 1899. The teacher is very expert at plain and fancy work, lacemaking, &c.

The number of pupils on the Roll (including twenty-one externs) was thirty-one, of whom thirteen were present on the day of inspection engaged with satisfactory results at knitting stockings, crocheting, making vests and petticoats, shirtmaking, and the making of pinafores and ladies' underclothing.

Some of the work material is bought by the pupils, but it is mainly supplied by the ladies of the Community. The finished work is sold. Some of the poorer children received a payment of about 2s. weekly.

Plain sewing, knitting, &c., were well taught to the pupils of the Literary School.

Teaching power adequate and capable.

DISTRICT 29.—NAVAN (2) CONVENT, COUNTY MEATH.
INDUSTRIAL DEPARTMENT.

*Navan (2)
Convent,
Industrial
Depart-
ment.
Mr. Dickie.*

This Industrial Department has been in operation since 1889. The teacher is qualified to give instruction in all kinds of plain needlework, Mountmellick, crochet, crewel and drawn thread work, and ecclesiastical embroidery.

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Section II, twenty-six, of whom thirteen were present on the day of inspection engaged, with fair results, at crochet work.

G.
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Industrial
Instruction.

The work material is supplied by the ladies of the Community, and the finished work is chiefly given away, none of it being sold.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was fair. The teaching power was adequate.

Oldcastle
Female
National
School,
Industrial
Department.

DISTRICT 29.—OLDCASTLE FEMALE NATIONAL SCHOOL, COUNTY MEATH.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1891. The teacher is well qualified to give instruction in dressmaking, cloak-making, boys' suits, drawn thread work, crocheting, and all branches of plain needlework.

The number of pupils on the Roll (including ten externs) was twenty-four, of whom nineteen were present on the day of inspection engaged with generally good results at the making of underclothing and boys' suits, crocheting and quilt making.

The work material is supplied by the managers, and some by the pupils, who, as a rule, buy the finished work.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was good in all respects.

The teaching power was adequate.

King's Inns,
street
Convent,
Industrial
Department.

DISTRICT 30.—KING'S INNS-STREET CONVENT, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since April, 1889. The teacher is qualified to give instruction in all kinds of plain and fancy needlework, dressmaking, embroidery, &c.

The number of pupils on the Roll (including eleven externs) was forty-two, of whom thirty-nine were present on the day of inspection, engaged, with very good results, at dressmaking, shirtmaking, corset making, underclothing, crewel work, Mountmellick work, knitting and crochet.

The work material is supplied partly by the ladies of the Community and partly by the pupils, and of the finished work, the pupils take their own, and that supplied by the nuns is used for charitable purposes. None of the work is sold.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good.

The teaching power was adequate.

Baggot-
street
Convent,
Industrial
Department.

DISTRICT 30A.—BAGGOT-STREET CONVENT, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1888. The teacher is qualified to give instruction in needlework, dressmaking, lace work, and crocheting.

The number of pupils on the Roll (including seven externs) was twenty-eight, of whom twenty-one were present on the day of inspection engaged at needlework and dressmaking. The work material

Mr. Sullivan.

is chiefly supplied by the pupils, partly by the ladies of the Community. The pupils take home the work which they have made. The nuns distribute the work made from their materials to poor children. None of the work is sold.

The general proficiency of the pupils of the Literary School in sewing and knitting was good. The girls in Sixth Class were taught on the Alternative (Industrial) Scheme, and their proficiency in dressmaking and lacemaking was very good. The monitors and pupils who had already passed in Sixth Class had made fair progress. The display of work done by the pupils during the year was large in quantity and excellent in quality.

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Industrial
Instruction.

DISTRICT 34.—NEWTOWNSMITH CONVENT (GALWAY), COUNTY GALWAY
INDUSTRIAL DEPARTMENT.

Newtown-
smith
Convent,
(Galway),
Industrial
Depart-
ment.
Mr. Walsby.

This Industrial Department has been in operation since July, 1886. The teacher is fully qualified to give instruction in shirtmaking, scientific dressmaking, crochet, hand and machine knitting, Mountmellick work, crewel, embroidery, drawn thread work, point lace, Guipure lace, watch-guards, leather work, bookbinding, &c.

The number of pupils on the Roll (including thirteen externs) was twenty-four, of whom nine were present on the day of inspection engaged at bookbinding, Mountmellick work, crochet, point lace, and ribbon work. The work material is supplied by the ladies of the Community, and the finished work is disposed of by sale, the workers receiving from 3s. to 5s. per week, according to circumstances.

A very satisfactory standard of proficiency was attained by the pupils of the Literary School in plain needlework, knitting and cutting-out.

The specimens of work executed in the Industrial Department were highly meritorious. Bookbinding is a special feature, and very good results have been achieved in this branch.

DISTRICT 34.—OUGHTERARD CONVENT, COUNTY GALWAY.

INDUSTRIAL DEPARTMENT.

Oughterard
Convent,
Industrial
Depart-
ment.
Mr. Walsby.

This Industrial Department has been in operation since 1889. The teacher is capable of giving instruction in all kinds of plain and ornamental work. The number of pupils on Roll (including eight externs) was sixteen, of whom fifteen were present on the day of inspection engaged, with satisfactory results, at Guipure lace, crochet work, Italian work, drawn thread work, ribbon work, and Mountmellick work.

The work material is supplied by the ladies of the Community, and the finished work is disposed of by private sale, the pupils being paid at the rate of from 3s. to 5s. per week, according to circumstances.

The general proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good, and pupils of Sixth Class executed neat specimens of work in the industrial branches of their programme. The completed specimens of work in the Industrial Department are of great merit, and gave evidence of very skilful instruction.

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Industrial
Instruction.

Golden-
bridge
Convent,
Industrial
Depart-
ment.

Mr. Heenan.

DISTRICT 37.—GOLDEN BRIDGE CONVENT, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1889. The teacher is competent to give instruction in plain sewing, knitting, crochet work, Limerick lace, scientific dressmaking, sewing machine, &c.

The number of pupils on the Roll (including nine externs) was twenty-two, of whom seventeen were present on the day of inspection engaged at plain needlework, knitting, crochet work, Limerick lace, dressmaking, and crewel work, with satisfactory results.

The work material is supplied by the ladies of the Community, a little by the pupils themselves. The finished work is given to the poorer children as prizes; none is sold, and the workers receive no payment.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory. Four girls were presented in the branches of the Alternative (Industrial) Scheme, when their proficiency in all was excellent.

The teaching power was adequate.

Abbeysale
Convent,
Industrial
Depart-
ment.

Mr. Newell.

DISTRICT 39.—ABBEYSALE CONVENT, COUNTY LIMERICK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1895. The teacher gives instruction in plain needlework, knitting, macrame, lacemaking, crewel work, &c.,

The number of pupils on the Roll (including six externs) was thirty-five, of whom thirteen were present on the day of inspection engaged, with satisfactory results, at dressmaking, shirtmaking, lace work, macrame, and Mountmellick work.

The work material is supplied by the ladies of the Community and the children, the finished work being taken away by the pupils.

The plain needlework, knitting, &c., of the pupils of the Literary School is carefully attended to. The Department would be more successful if finished work could be disposed of by sale, and at a liberal figure. This has been tried; but with only moderate success.

The teaching power was adequate.

Blackrock
(Co.
Dublin)
Convent,
Industrial
Depart-
ment.

Mr. W. A.
Brown.

DISTRICT 40.—BLACKROCK CONVENT, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation for about twenty-five years. The present teacher, who was appointed in April, 1890, is qualified to give instruction in wool work, Mountmellick work, dressmaking, machine embroidery, &c.

The number of pupils on the Roll (including thirty externs) was forty, all of whom were present on the day of examination engaged at the branches indicated above.

The work material is supplied by the ladies of the Community, and by the pupils. Of the finished work that made from the material supplied by the nuns is given in charity, the pupils taking home the garments made from the material which they themselves supplied. None of the finished work is sold.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was good.

The externs are the special class of girls who are being prepared for entrance to "Our Lady of Mercy" Training College.

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Instruction.

DISTRICT 40A.—CENTRAL MODEL, COUNTY DUBLIN.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation under its present teacher since June, 1898.

The teacher is fully qualified to give instruction in all kinds of plain needlework, lacemaking, art needlework, embroidery, &c.

The number of pupils on the Roll (none of whom were externs) was thirty-four, of whom eighteen were present on the day of inspection engaged at plain sewing, embroidery, lace work, art needlework, and drawn thread work. The work material is purchased, and the finished work either sold or taken home by the pupils, who receive no payment.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory. The teaching power was adequate. The work of the girls on the day of examination was of a high quality, and showed care and skill upon the part of the teacher.

Central
Model,
Industrial
Depart-
ment.
—
Mr. S. E.
Stroape.

DISTRICT 42.—GORT CONVENT, COUNTY GALWAY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1886. The teacher is qualified to give instruction in embroidery, dressmaking, plain and scientific cutting-out, lacemaking (Limerick), Irish crochet and knitting.

The number of pupils on the Roll (of whom fifty were externs) was fifty-eight, and fifty-four were present on the day of inspection engaged at weaving, lacemaking (Limerick and crochet), embroidery, knitting, plain dressmaking, and drawn thread work. The work material is supplied by the sale of finished work—the pupils receiving from 3s. to 9s. per week, according to circumstances. A special teacher of weaving was recognised.

Needlework was fairly taught in the Literary School; the pupils of the Sixth Class did some very neat embroidery; but had not been sufficiently instructed in weaving.

The Industrial Department itself was very well conducted, and the pupils exhibited great taste and ability, several novelties having been introduced, including the new Gort black lace, ladies' dressing gowns made from linen woven in the looms of the Department—with yokes and sleeves in drawn thread work—cloaks made of Gort napped flannel in different colours, and Roman embroidery.

The staff was most efficient; and three experts lectured during the year.

Gort
Convent,
Industrial
Depart-
ment.
—
Mr. Tysse.

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Industrial
Instruction.Carlow
Convent,
Industrial
Depart-
ment.

Mr. Hogan.

DISTRICT 44.—CARLOW CONVENT, COUNTY CARLOW.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since August, 1889.

The teacher is qualified to give instruction in shirtmaking, dressmaking, under-skirtmaking, pinafores, knitting (by hand and machine), church embroidery, crochet, Mountmellick work, crewel work, &c.

The number of pupils on the Roll (including twenty-two externs) was thirty-two, of whom twenty-five were present on the day of inspection, engaged, with satisfactory results, at machine knitting, shirtmaking, underclothing, Mountmellick work and crochet. The work material is supplied partly by the ladies of the Community, and partly by the pupils. The finished work is either sold, given in charity, or retained by the pupils, who received payment in proportion to skill and amount of work done—their earnings varied from 1s. to 5s. per week.

Except in Second Class the proficiency of the pupils of the Literary School was satisfactory in plain needlework, knitting, &c.

The proficiency in the Industrial Department was creditable. Orders from shops in Carlow were being executed, and a quantity of stockings and shirts were ready for delivery.

The teaching power was sufficient.

St.
Michael's
Convent
(Athy),
Industrial
Depart-
ment.

Mr. Hogan.

DISTRICT 44.—ST. MICHAEL'S CONVENT (ATHY), COUNTY KILDARE.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since April, 1895. The teacher is qualified to give instruction in art needlework, crewel work, Mountmellick lace, corset making, dressmaking, shirtmaking, knitting, crochet, and all branches of needlework. The number of pupils on the Roll (including twenty externs) was thirty-three, of whom twenty-six were present on the day of inspection, engaged at dressmaking, underclothing, crewel work and embroidery. The work material is supplied partly by the ladies of the Community and partly by the pupils. Some of the finished work is sold, some given in charity, and some kept by the pupils, who are remunerated in proportion to skill and amount of work done.

Plain needlework, knitting, &c., was well prepared in the Literary School.

The pupils of the Industrial Department were doing satisfactory work. The teaching power was sufficient.

Stradbally
Convent,
Industrial
Depart-
ment.

Mr. Hogan.

DISTRICT 44.—STRADBALLY CONVENT, QUEEN'S COUNTY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1890. The teacher is qualified to give instruction in shirtmaking, dressmaking, underclothing, baby linen, Mountmellick lace, ecclesiastical embroidery, Russian embroidery, all kinds of plain needlework, knitting, and crochet.

The number of pupils on the Roll (including twenty-two externs) was twenty-seven, of whom twenty-two were present on the day of inspection, engaged, with satisfactory results, at shirtmaking, dressmaking, baby linen, fine underclothing, and Mountmellick work—most of the work having been to execute orders.

The work material is supplied principally by the ladies of the Community—a small portion by the pupils—the finished work being sold when made to order, retained by pupils, or disposed of in charity, the pupils being paid in proportion to the skill of each worker and amount done.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was creditable. The pupils of the Industrial Department were doing satisfactory work, and have constant employment executing orders. The teaching power was adequate.

DISTRICT 45.—ENNIS CONVENT, COUNTY CLARE.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1890. The teacher possesses a good knowledge of the branches taught:—Clare embroidery, Mountmellick and crewel work, plain and fancy knitting, crochet and crochet lace, plain needlework, shirtmaking, dressmaking, &c.

The number of pupils on the Roll (including fifteen externs) was twenty-nine, of whom eighteen were present on the day of inspection engaged, with satisfactory results, at shirtmaking, Clare embroidery, Mountmellick work, plain and fancy knitting, crewel and crochet work, and fine underclothing.

The work material is supplied partly by the ladies of the Community, and partly by customers; the finished work is disposed of by orders and by sales. The pupils received, on an average, 5s. per week.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good. The teaching power was adequate.

Appendix.
Section II.
G.
Reports on
Industrial
Institutions.

Ennis
Convent,
Industrial
Department.
—
Mr.
Dr. Enery.

DISTRICT 45.—KILKEE CONVENT, COUNTY CLARE.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1892. The teacher is well qualified to teach embroidery, art needlework, crochet, lace (point and Honiton), Mountmellick work, Berlin wool work, dressmaking, knitting, and underclothing.

The number of pupils on the Roll (including twenty-five externs) was forty-one, of whom nineteen were present on the day of inspection, engaged, with satisfactory results, at the various branches enumerated above.

The work material is supplied by the ladies of the Community; some of the finished work is disposed of by sale locally, and some is given to the poor. What remains after the cost of the material and the expenses of the sales have been defrayed is divided amongst the pupils in proportion to their skill and to the amount of work done.

The pupils of the Literary School were carefully and well prepared in the various branches included under the term plain needlework.

The teaching power was adequate.

Kilkee
Convent,
Industrial
Department.
—
Mr.
Dr. Enery.

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Section II.

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Reports on
Industrial
Instruction.Kilrush
Convent,
Industrial
Department.Mr.
McKerry.

DISTRICT 45.—KILRUSH CONVENT, COUNTY CLARE.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since April, 1869. The teacher is well qualified to give instruction in knitting, crochet, lace (point and Honiton), embroidery net, darned net, drawn thread work, art needlework, ecclesiastical embroidery, applique, dressmaking, and fine underclothing, &c.

The number of pupils on the Roll (including thirty externs) was thirty-nine, of whom twenty were present on the day of inspection engaged, with satisfactory results, at crochet, underclothing, point lace, smocking, wool work, embroidery, &c.

The work material is supplied by the ladies of the Community, from Wakeford's (London), Switzers', and other houses in Dublin. Some of the finished work is purchased by visitors to the school, and the remainder is disposed of at a sale held at the end of each year. A price for making is laid on each article, and this money goes to the maker.

The needlework of the Literary Department was of a very high character, the examination tests being very well executed. The teaching power was adequate.

Doon
Convent,
Industrial
Department.

Mr. Morgan.

DISTRICT 46.—DOON CONVENT, COUNTY LIMERICK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since June, 1897. The teacher has a thorough knowledge of dressmaking, shirtmaking, fine underclothing, art needlework, ecclesiastical embroidery, Mountmellick work, woollen and crochet work.

The number of pupils on the roll (including nine externs) was thirty-eight, of whom twenty-nine were present on the day of inspection, engaged, with satisfactory results, at woollen and crochet work, and art needlework.

The work material is supplied by the ladies of the Community, and the finished work is disposed of by private sale. The pupils receive no payment. The pupils in all classes were proficient in the various branches of the ordinary needlework programme.

The teaching power was adequate.

St.
Patrick's
Convent,
(Kilkenny),
Industrial
Department.Mr. C. P.
Skinner.

DISTRICT 47.—ST. PATRICK'S CONVENT (KILKENNY), COUNTY KILKENNY.

This Industrial Department has been in operation since June, 1891. The teacher is fully competent to give instruction in the various branches of needlework, dressmaking, knitting, and crocheting in wool and cotton, crewel work, ecclesiastical embroidery, Torchon lace, Mountmellick work, art needlework, tailoring, &c.

The number of pupils on the Roll (including twenty externs) was twenty-seven, of whom twenty-two were present on the day of inspection, engaged, with satisfactory results, at the various branches indicated above.

The work material is supplied by the ladies of the Community, and the finished work is disposed of partly by sales, the greater part being given in charity. The externs received from 1s. 6d. to 8s. 6d. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory. The teaching power was adequate.

DISTRICT 47.—CASTLECOMER CONVENT, COUNTY KILKENNY.

INDUSTRIAL DEPARTMENT.

This Industrial Department was opened on 1st December, 1898. The teacher is qualified to give instruction in plain needlework in its various branches, knitting, lace, crocheting in wool and cotton, art needlework, dressmaking, Mountmellick work, ecclesiastical embroidery, and vestment-making, glove-making, &c.

The number of pupils on the Roll (including ten externs) was twenty-five, of whom twenty were present on the day of inspection, very usefully employed at vestment-making, art needlework, Mountmellick work, lacemaking, crochet, embroidery, ribbon work, and plain sewing.

The work material is supplied by the ladies of the Community, or by persons giving orders, and the finished work is either sold or given in charity, the pupils being remunerated at the rate of from 1s. 6d. to 3s. 6d. per week, according to circumstances.

The pupils of the Literary School were proficient in the necessary branches of plain needlework, knitting, &c. The work done by the extern pupils in the Industrial Department was very creditable.

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Reports on
Industrial
Instruction.Castlecomer
Convent,
Industrial
Department.Mr. C. P.
Stenson.

DISTRICT 47.—KILKENNY CONVENT, COUNTY KILKENNY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1870. The teacher is fully competent to give instruction in plain needlework in its various branches, Mountmellick work, knitting and crocheting, Limerick lace and Torchon, dressmaking, and vestment-making.

The number of pupils on the Roll (including fourteen externs) was fifty-four, of whom fifty were present on the day of inspection, engaged on the various branches indicated above.

The work material is supplied partly by the pupils and partly by the ladies of the Community, and the finished work is sold, the pupils receiving from 1s. 6d. to 6s. per week, according to circumstances. Very useful work continues to be done—plain needlework in all its branches, knitting, and the Industrial Programme have been taught with great success. The proficiency of the pupils, monitors, and externs was very creditable.

The teaching staff is adequate and efficient.

Kilkenny
Convent,
Industrial
Department.Mr. C. P.
Stenson.

DISTRICT 48.—YOUGHAL CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1889. The teacher thoroughly understands all kinds of plain and fancy needlework, including Youghal lace.

The number of pupils on the Roll (including twenty-four externs) was thirty-two, of whom twenty-four were present on the day of inspection, engaged, with satisfactory results, at Youghal lace work.

The workers provide their own thread for lace, and the finished work is sold, the lacemakers receiving from 2s. to 12s. per week, according to skill and diligence.

The only industrial branch is Youghal point lace, the excellence of which is widely known.

Plain needlework, knitting, &c., received due attention in the Literary School.

The teaching power was adequate.

Youghal
Convent,
Industrial
Department.

Mr. Creely

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G.

Reports on
Industrial
Instruction.Queenstown
Convent,
Industrial
Department.

Mr. Crisp.

DISTRICT 48.—QUEENSTOWN CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1897. The teacher is a good dressmaker, can do all sorts of plain needlework, has a very good knowledge of fancy work, and can cut out all articles of dress.

The branches taught were lacemaking, shirtmaking, underclothing, dressmaking, fancy work, crochet, and ecclesiastical embroidery.

The number of pupils on the Roll (including twenty externs) was forty-seven, of whom thirty-seven were present on the day of inspection, engaged, with satisfactory results, at lace work, embroidery, plain needlework, underclothing, and crochet. The ladies of the Community supply the work material, and the finished work is sold; the lacemakers receive what the lace fetches, less cost of material. For other work the externs received from 30s. to 40s. per quarter.

The staff was adequate, consisting of two nuns and a qualified teacher of industry, paid by the Community.

New Ross
Convent
(1),
Industrial
Department.Dr.
Sturgeson.

DISTRICT 49.—NEW ROSS CONVENT (1), COUNTY WEXFORD.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1832. The present teacher, who was appointed in January, 1886, is qualified to teach point lace work, crochet, Mountmellick, and other fancy work. Dress-making was taught by an assistant paid by the ladies of the Community.

The number of pupils on the Roll (including twenty-seven externs) was thirty-six, of whom twenty-six were present on the day of inspection, engaged at crochet, point lace, and rose point. The work was excellent in execution, tasteful in design, and of a very high order.

The work material is supplied by the Community, and the finished work is sold to merchants and to private individuals, the pupils receiving from 4s. to 12s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good.

The teaching power was adequate.

Dungarvan
Convent(1),
Industrial
Department.Dr.
Sturgeson.

DISTRICT 49.—DUNGARVAN CONVENT (1), COUNTY WATERFORD.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1896. The teacher is fully qualified to give instruction in all branches of sewing and knitting (hand and machine), embroidery, the making of vestments, shirtmaking, &c.

The number of pupils on the Roll (including fourteen externs) was twenty-two, of whom twenty were present on the day of inspection, engaged, with satisfactory results, at hand and machine knitting, embroidery, the making of vestments, sewing (needle and machine), shirtmaking, &c.

The work material is supplied partly by the teacher and partly by the pupils. The finished work from the material supplied by the pupils was taken home by them; that produced from the material supplied by the teacher was disposed of by private sale; the workers received payment according to amount done.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was very good.

The teaching power was adequate.

DISTRICT 49.—STRADBALLY CONVENT, COUNTY WATERFORD.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since September, 1891. The teacher is qualified to give instruction in the making of underclothing, vestments, fancy work, gold work, hosiery, dress-making, lacemaking, &c.

The number of pupils on the Roll (including twenty-one externs) was twenty-eight, of whom twenty-six were present on the day of inspection, engaged at the various branches enumerated above. They were well qualified, and exhibited skill and dexterity.

The work material was supplied by the ladies of the Community, and some by shops for making up; the finished work was disposed of to the shops and by private sale; the workers received from 4s. to 7s. per week, according to proficiency. The department was carried on with much zeal and useful effect.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was satisfactory.

The teaching power was adequate.

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G.Reports on
Industrial
Instruction.Stradbally
Convent,
Industrial
Department.Dr.
Steghaston.

DISTRICT 50.—TEMPLESHANNON CONVENT, COUNTY WEXFORD.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1893. The teacher is qualified to give instruction in shirtmaking, knitting, dressmaking, bookmaking, laundry work, and sewing machine.

The number of pupils on the Roll (including eighteen externs) was twenty-five, of whom twenty-three were present on the day of inspection, engaged, with satisfactory results, at knitting, shirtmaking, bookbinding, and laundry work.

The work material is supplied by the ladies of the Community, or from shops to be made up. The finished work is sold, the pupils receiving from 6d. to 8s. 6d. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate.

Temple-
shannon
Convent,
Industrial
Department.Mr.
M'Alister.

DISTRICT 50.—ST. MARY'S (WEXFORD) CONVENT, COUNTY WEXFORD.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since September, 1881. The teacher is qualified to give instruction in knitting, sewing, crochet, shirtmaking, dressmaking, and the use of the sewing machine.

The number of pupils on the Roll (including fourteen externs) was twenty-eight, of whom sixteen were present on the day of inspection, engaged, with satisfactory results, at sewing, knitting, and crochet. The work material is supplied partly by the ladies of the Community and partly by the pupils. Of the finished work that for which the material was supplied by the nuns was given to poor children, that for which the material was supplied by the pupils was taken away by them. No payment was made.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was satisfactory.

The teaching power was adequate.

St. Mary's
(Wexford)
Convent,
Industrial
Department.Mr.
M'Alister.

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G.Reports on
Industrial
Instruction.Adare
Convent,
Industrial
Depart-
ment.

Mr. Dalton.

DISTRICT 51.—ADARE CONVENT, COUNTY LIMERICK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since August, 1868. The teacher is qualified to give instruction in plain and fancy needlework, cutting-out, shirtmaking, knitting, &c.

The number of pupils on the Roll (including three externs), was six, of whom four were present on the day of inspection, engaged, with satisfactory results, at the making of shirts, undergarments, and at crocheting. The work material is supplied partly by the ladies of the Community and partly by the pupils. The latter retain their finished work, the balance being sold or given in charity.

The Department, though very small, was well conducted, and appeared to be doing useful work.

Mount St.
Vincent
Convent,
Industrial
Depart-
ment.Dr.
Bateman.DISTRICT 51.—MOUNT ST. VINCENT CONVENT, COUNTY LIMERICK,
INDUSTRIAL DEPARTMENT

This Industrial Department has been in operation since 1877. The teacher is competent to give instruction in dressmaking, shirtmaking, underclothing, baby clothes, sewing machine, fancy and embroidery work.

The number of pupils on the Roll (including thirty-seven externs) was forty-seven, of whom forty-two were present on the day of inspection, engaged, with satisfactory results, at dressmaking, shirt-making, underclothing, sewing and knitting machine.

The work material is supplied by the institution and from private orders. The finished work supplied clothing for the institution, some was sold, and some made to order.

The pupils receive no payment, except in special cases. The few pupils who acted as assistant to the teacher received some payment.

The Department was conducted in a highly efficient manner. In addition to the Industrial teacher paid by the Commissioners, the nuns engaged another, who was paid by the Community; superintended by a duly qualified nun.

The proficiency of the pupils of the Literary School in plain needle-work, knitting, &c., was good.

St.
Catherine's
Convent,
Newcastle
West,
Industrial
Depart-
ment.Mr. Fitz-
patrick.DISTRICT 52.—ST. CATHERINE'S CONVENT (NEWCASTLE WEST), COUNTY
LIMERICK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1891. The teacher is fully qualified to give instruction in plain work, dressmaking, Mountmellick work, knitting, crocheting, crewel work and macrame lace.

The number of pupils on the Roll (including seven externs) was forty, of whom twenty were present on the day of inspection, engaged at dressmaking, knitting, and macrame lace work. The work material was supplied by the pupils and the nuns, and the finished work taken home by the pupils.

The work of the Department was satisfactory in all respects.

DISTRICT 52.—ST. ANNE'S CONVENT (RAYKEALE), COUNTY LIMERICK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1887. The teacher is competent to give instruction in dressmaking, knitting, crochet and fancy work.

The number of pupils on the Roll (including seven externs) was thirty-nine, of whom twenty-seven were present on the day of inspection, engaged at plain work, dressmaking, and crochet.

The work material was supplied by the pupils, who took the finished work home.

The work of the Department was satisfactory in all respects.

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Section II,
G.Reports on
Industrial
Instruction.St. Anne's
Convent,
(Ray-
keale),
Industrial
Depart-
ment.Mr. Fitz-
patrick.

DISTRICT 53.—CASHEL CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1890. The teacher is qualified to give instruction in embroidery, Mountmellick work, dressmaking, shirtmaking, underclothing, &c.

The number of pupils on the Roll (including twenty-two externs) was forty-eight, of whom thirty-one were present on the day of inspection, engaged, with satisfactory results, at church embroidery, Mountmellick work, crewel, ribbon and silk embroidery, crochet, knitting, shirtmaking, and fine underclothing.

The work material is supplied by shops, private customers, and by the ladies of the Community, and the finished work is disposed of to the shops, the private customers, and to poor children. The pupils received payment at the rate of from 1s. to 6s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good. The teaching power was adequate.

Cashel
Convent,
Industrial
Depart-
ment.Mr.
O'Riordan]

DISTRICT 53.—FETHARD CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1885. The teacher is qualified to give instruction in shirtmaking, dressmaking, Mountmellick work, crewel work, &c.

The number of pupils on the Roll (including twelve externs) was twenty-two, of whom sixteen were present on the day of inspection, engaged, with very fair results, at the various branches indicated above.

The work material was supplied by the shops, pupils, ladies of the convent, and private customers, and the finished work returned to those on whose order it was made, some going to poor children. The workers received payment at the rate of from 1s. to 2s. 6d. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good. The teaching power was adequate.

Fethard
Convent,
Industrial
Depart-
ment.Mr.
O'Riordan.

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Section II,
G.Reports on
Industrial
Instruction.Carrick-on-
Suir
Convent,
Industrial
Depart-
ment.Mr.
O'Riordan.

DISTRICT 53.—CARRICK-ON-SUIR CONVENT, COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1889. The teacher is fully qualified to give instruction in the various branches taught.

The number of pupils on the Roll (including eleven externs) was forty-two, of whom forty were present on the day of inspection, engaged, with very satisfactory results, at shirtmaking, dressmaking, underclothing, hosiery, pinafores, Mountmellick work, crewel work, macramé and crochet. The work material was supplied by the shopkeepers and by the ladies of the Community, and the finished work was returned to the shops or given to poor children. The workers received from 2s. to 6s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very good. The teaching power was adequate.

St. Joseph's
Convent,
Carrick-on-
Suir),
Industrial
Depart-
ment.Mr.
O'Riordan.

DISTRICT 53.—ST. JOSEPH'S CONVENT (CARRICK-ON-SUIR), COUNTY TIPPERARY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1885. The teacher is qualified to give instruction in the branches taught.

The number of pupils on the Roll (including nineteen externs) was twenty-two, of whom nineteen were present on the day of inspection, engaged, with good results, at the making of dresses, shirts, and underclothing, knitting by hand and machine, crewel work, crochet, and Torchon lace.

The work material was supplied by shops and the ladies of the Community, and the finished work was sold, the workers being paid at the rate of from 2s. 6d. to 10s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was good. The teaching power was sufficient.

Tralee
Convent
(1),
Industrial
Depart-
ment.

Mr. Coyne.

DISTRICT 54.—TRALEE CONVENT (1), COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1888. The teacher is duly qualified to give instruction.

The number of pupils on the Roll (including twenty-nine externs) was forty-three, of whom thirty-two were present on the day of inspection, engaged with satisfactory results at plain needlework, Mountmellick work, wool crochet, fancy embroidery, making of jerseys, Cardigan jackets, and stockings by machines, and machine sewing.

The work material was supplied by the nuns, and the finished work was sold, the pupils receiving from 2s. to 4s. per week, according to the quantity and character of the work executed.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was highly satisfactory. The teaching power was adequate.

DISTRICT 54.—MOYDERWELL CONVENT, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1893. The teacher is qualified to cut out and make the various articles executed in the workroom.

The number of pupils on the Roll (including fourteen externs) was twenty-nine, of whom twenty-two were present on the day of inspection, engaged, with generally satisfactory results, at plain needlework, wool crochet, Mountmellick and crewel work, ecclesiastical embroidery, knitting and sewing machine.

The work material is supplied by customers, to whom the finished work is returned on payment. Two pupils received a fixed salary; the others were paid proportionately to the value of the work they executed.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory. The teaching power was adequate.

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Section II,
G.Reports on
Industrial
Instruction.Moyderwell
Convent,
Industrial
Department.

Mr. Coyne.

DISTRICT 54.—CASTLEISLAND CONVENT, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1893. The teacher is qualified to give instruction in the branches taught.

The number of pupils on the Roll (including thirty-six externs) was fifty-one, of whom thirty-nine were present on the day of inspection, engaged, with generally satisfactory results, at crewel and Mountmellick work, fancy needlework, making shirts, ladies' blouses and underclothing, pinafores and children's overalls, wool crochet, scientific cutting-out, and use of knitting and sewing machines.

The work material is purchased, and the finished work disposed of by local sale or given in charity. The pupils received profits which remained after discharging price of goods and expenses incurred by sales.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate and efficient.

Castle-
Island
Convent,
Industrial
Department.

Mr. Coyne.

DISTRICT 55.—MACROOM CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1897. The teacher received instruction in most of the branches taught, and with the assistance of two skilled extern pupils, was able to conduct the business of the Department efficiently.

The number of pupils on the Roll (including twenty externs) was thirty-nine, of whom thirty-one were present on the day of inspection, engaged, with satisfactory results, at shirtmaking, hosiery (including machine knitting) and crochet.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was very satisfactory.

The teaching power was adequate.

Macroom
Convent,
Industrial
Department.Mr. P. J.
FitzGerald.

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Reports on
Industrial
Instruction.

Kanturk
Convent,
Industrial
Depart-
ment.

Mr. P. J.
Fitz-
Gerald.

DISTRICT 55.—KANTURK CONVENT, COUNTY CORK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1870. The teacher is qualified to give instruction in the branches taught. The number of pupils on the Roll (including three externs) was ten, all of whom were present on the day of inspection, engaged at plain needlework and the making of fine underclothing, including ornamental stitching, plaiting, &c. The quality of the work was very good. The ladies of the Community provide some material, which is made up for the poor. Local shopkeepers supply material to be made up at certain fixed prices—3s. for a knitted petticoat, 1s. for a woman's cap, &c. Pupils received all they earned in that way.

The quality of the plain needlework, knitting, &c., of the pupils of the Literary School was superior. The proficiency in knitting, in cutting-out, and in the Industrial subjects taught to Sixth Class was very good. The finished work of the year which had not been disposed of, showed that the pupils, both ordinary and extern, had received valuable instruction in the various branches of needlework which are taught. The teaching power was adequate.

Doneraile
Convent,
Industrial
Depart-
ment.

Mr. Dufy.

DISTRICT 56.—DONERAILE CONVENT, COUNTY CORK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since June, 1891. The teacher is a good dressmaker, can do all kinds of plain needlework, has also a fair knowledge of fancy work, lacemaking, &c. She received assistance in the work of the Department by members of the Community.

The number of pupils on the Roll (including eighteen externs) was twenty-five, of whom nineteen were present on the day of inspection, engaged, with satisfactory results, at shirtmaking, lacemaking, knitting, and Mountmellick work. Material for shirtmaking was supplied by the business houses in the town; materials for the other branches were purchased by members of the Community. The finished shirts were disposed of to business houses; lace work, &c., was sold. The payment to the pupils depended on the amount of work executed by each, and on what that work fetched: they received that amount, less cost of material.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was satisfactory.

The teaching power was adequate.

Killarney
(Presentation)
Convent,
Industrial
Depart-
ment.

Mr. Cussen.

DISTRICT 57.—KILLARNEY (PRESENTATION) CONVENT, COUNTY KERRY.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1897.

The teacher is fully qualified to teach lacemaking (Carriackmacross and point), embroidery, ecclesiastical work, drawn thread work, and plain and fancy work of every kind.

The number of pupils on the Roll (including five externs) was twenty-four, of whom nineteen were present on the day of inspection, engaged, with satisfactory results, at lacemaking, embroidery, and shirtmaking.

The work material was supplied by the ladies of the Community; the lace and fancy work was sold to tourists; the ecclesiastical work, embroidery, &c., was made to order. The workers received from 2s. to 8s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needle-work, knitting, &c., was satisfactory. The teaching power was adequate.

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DISTRICT 57.—KILLARNEY CONVENT OF MERCY, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1891. The teacher is qualified to give instruction in Carrickmacross, applique, Irish point and Guipure lace, silk crochet, thread and woollen crochet, knitting, crewel work, fine plain work, dressmaking, sewing machine, and shirtmaking.

The number of pupils on the Roll (including seventeen externs) was thirty-eight, of whom thirty-three were present on the day of inspection, engaged at lacemaking, Mountmellick work, and shirt-making.

The work material is supplied by the ladies of the Community, and the finished work is disposed of to tourists or local shopkeepers. A skilled lacemaker would be paid 10s. per week, beginners from 2s to 4s. per week.

The proficiency of the pupils of the Literary School in plain sewing, knitting, &c., was satisfactory. The teaching power was adequate.

Killarney
Convent of
Mercy,
Industrial
Department.
—
Mr. Cussen.

DISTRICT 58.—KENMARE CONVENT, COUNTY KERRY.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1891. The teacher is qualified to give instruction in lacemaking, crochet, and knitting.

The number of pupils on the Roll (including seventeen externs) was thirty-seven, of whom only seven were present on the day of inspection, engaged at lacemaking. Four were learners, and seemed to be making satisfactory progress; the others were doing very fine work. The work material was supplied by the ladies of the Community, and the finished work was sold. The pupils received from 5s. to 10s. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needle-work, knitting, &c., was good. The teaching power was sufficient.

Kenmare
Convent,
Industrial
Department.
—
Mr. McMillan, J.M.S.

DISTRICT 58.—CASTLETOWN CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since July, 1896. The teacher is qualified to give instruction in the various branches taught.

The number of pupils on the Roll (including six externs) was twenty-five, of whom fifteen were present on the day of inspection, engaged, with generally satisfactory results, at Mountmellick work, art needlework, crocheting and shirtmaking.

Castletown
Convent,
Industrial
Department.
—
Mr. McMillan, J.M.S.

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The work material is supplied in part by the ladies of the Community, and part by the pupils. The latter retain the finished work made of their own materials; the rest is given away or sold. The pupils were paid at the rate of about 3s. per week, on the average. The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was fair. The teaching power was sufficient.

Glenakilly
Convent,
Industrial
Department.
Mr. Power.

DISTRICT 59.—CLONAKILTY CONVENT, COUNTY CORK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since January, 1891. The teacher is fully qualified to teach every kind of plain and fancy needlework, and the various Industrial branches taken up. The number of pupils on the Roll (including twelve externs) was forty, of whom thirty-nine were present on the day of inspection, engaged at fine needlework, drawn thread work, Mountmellick work, knitting jerseys, &c. (hand and machine), crocheting, dressmaking, art needlework, &c. The work, in each instance, was of a high order of merit.

The work material was supplied for special orders, and by the ladies of the Community. The finished work was sold; the workers received from 1s. to 6s. per week, according to circumstances. Work of a very useful character continued to be carried on in this Department, the efficiency of which increases from year to year. In dressmaking, shirtmaking, and knitting, as well as in the fine and art needlework, Mountmellick work, embroidery, &c., most satisfactory progress was made, and work of excellent quality produced.

Throughout the classes of the Literary School great attention was paid to needlework.

Skibbereen
Convent,
Industrial
Department.
Mr. Power.

DISTRICT 59.—SKIBBEREEN CONVENT, COUNTY CORK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since October, 1860. The teacher is qualified to give instruction in all kinds of plain and fancy needlework, and the various branches mentioned below.

The number of pupils on the Roll (including ten externs) was twenty-six, of whom twenty-five were present on the day of inspection, engaged at plain needlework, shirtmaking, Mountmellick work, baby clothing, wool work, embroidery, and upholstering. The work was very good in quality, and showed an advance on that of previous years.

The work material was supplied partly by the ladies of the Community, and partly by the pupils. Some of the finished work is sold, and some retained by the pupils for their own use. The extern workers received from 3s. to 5s. per week.

The department continued to discharge very useful work; a new branch—upholstering—has been added. The needlework and knitting of the pupils of the Literary School showed a distinct improvement in quality.

St. Mary's
Convent,
(Dunman-
way),
Industrial
Department.
Mr. Power.

DISTRICT 59.—ST. MARY'S CONVENT (DUNMANWAY), COUNTY CORK.
INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since 1896. The number of externs in attendance has rather fallen away during the past year; but the department continued to discharge very useful

work. Fine and ornamental needlework are very carefully taught; but the principal aim was to produce articles which may be serviceable as well as ornamental. Cutting-out and dressmaking received special attention. The teacher is qualified to give instruction in plain and fancy needlework, and the other Industrial branches taken up.

The number of pupils on the Roll (including nine externs) was twenty-five, all of whom were present on the day of inspection, engaged at plain needlework, shirtmaking, dressmaking, embroidery, Mountmellick and fancy needlework. The work turned out was of very good quality; dressmaking and embroidery were especially good.

The work material was supplied by the ladies of the Community, and, occasionally, sent for private orders. The finished work was sold or given to the poor; the pupils were remunerated according to work done.

DISTRICT 59.—ROSCARBERRY CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

Roscarberry
Convent,
Industrial
Department.

This Industrial Department has been in operation since July, 1895. The teacher is qualified to give instruction in all kinds of needlework, and the various Industrial branches taken up.

The number of pupils on the Roll (including twenty-three externs) was forty-five, of whom thirty-six were present on the day of inspection, engaged at ecclesiastical embroidery, ribbon work, silk embroidery, Guipure and Carrickmacross lace, thread drawn work, working initials on kerchiefs in white embroidery, shirtmaking, and plain needlework.

The work material was supplied partly by the pupils and partly by the ladies of the Community; the work was disposed of partly by sale and partly to the pupils; payment was made according to work done.

Very fine work was produced, the Mountmellick and embroidered work being especially worthy of notice. Linen woven in the convent was largely used as the basis for this ornamental work, which was readily disposed of by sale. A few of the pupils were proficient at lacemaking (Guipure). In the Literary School the general standard of proficiency in needlework was good, especially in the Sixth Class. The fine needlework of monitors and externs was excellent.

DISTRICT 60.—KINSALE CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

Kinsale
Convent,
Industrial
Department.

This Industrial Department has been in operation since January, 1889. The teacher is highly competent to give instruction in all the branches in which the pupils received training.

The number of pupils on the Roll (including seventy-five externs) was eighty-five, of whom seventy-six were present on the day of inspection, engaged, with satisfactory results, at lacemaking, crochet, plain needlework (hand and machine), knitting, Greek lace, &c.

The work material is purchased, and the finished work is sold, principally by Irish Industries' merchants; the pupils received from 1s. to 10s. per week, according to amount of work done.

Appendix. The department was successfully conducted, and with excellent results: a room full of earnest willing workers, working for a substantial wage, who would otherwise be forced to eke out their lives in idleness and poverty. The pupils of the Literary School were duly proficient in plain needlework, knitting, &c. The teaching power was adequate.

Bandon
Convent,
Industrial
Department.

Mr. Smith.

DISTRICT 60.—BANDON CONVENT, COUNTY CORK.

INDUSTRIAL DEPARTMENT.

This Industrial Department has been in operation since February, 1894. The teacher is fully qualified to give instruction in the branches taught.

The number of pupils on the Roll (including sixteen externs) was twenty-nine, of whom fifteen were present on the day of inspection, engaged at dressmaking, Mountmellick work, crochet, underclothing, and shirtmaking.

The work material was supplied by the ladies of the Community, and by persons giving orders, and the finished work was sold or given in charity. The pupils received from 1s. to 2s. 6d. per week, according to circumstances.

The proficiency of the pupils of the Literary School in plain needlework, knitting, &c., was creditable, and evidenced careful teaching. Moderate success characterised the work done by the externs; but the remuneration to be obtained was too small for any notable exercise of earnestness or energy.

APPENDIX H.

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(1.) INSTRUCTIONS TO INSPECTORS IN REFERENCE TO THE
 RESULTS PROGRAMME AND EXAMINATIONS.

*Instructions to
 Inspectors
 as to
 Results
 Examinations.*

(a.) The examination of a school has for its object not only to test the actual knowledge of the pupils, but also to secure for them suitable and sufficient instruction.

(b.) The Inspector should keep the requirements of the programme carefully in view, and scrupulously avoid transgressing its legitimate scope and limits.

(c.) It is of the utmost importance to ascertain whether a good foundation has been laid by the teacher, and whether the leading points of each subject have been well impressed on the pupil's mind.

(d.) In the examination of the pupils each question should, as far as possible, bear some obvious relation to the previous one, so that the memory of the child may be aided by the ordinary association of ideas, and by a simple process of reasoning.

(e.) The Inspector's manner should be such as to impart confidence to timid children; whatever knowledge a child is possessed of should be kindly and patiently elicited.

(f.) The Inspector in the discharge of his important duties, is expected to maintain a calm and judicial demeanour; to avoid any display of irritation or harshness; and to treat the teachers with that courtesy to which they are entitled. He should also refrain from any adverse comments upon the condition of the school, or the character of the answering, before the pupils.

(g.) It is the duty of an Inspector, as far as practicable, to make such arrangements as will enable him to attend on the day of a Results' Examination at an early hour. If he should be unable to attend till a comparatively late hour, he ought to notify the fact, if possible, beforehand, so that the teacher and the pupils may not suffer from suspense and uncertainty.

(h.) It is not desirable that a Results' Examination should be prolonged till a late hour, particularly in the winter months, or that the infants should be detained after the usual hour for closing school. When the examination of a school extends over several hours, as is not uncommonly the case, the Inspector should see that each class is allowed a short interval of freedom from work. It may be possible to permit all, or nearly all, the pupils to resort to the playground for ten minutes or a quarter of an hour; and much insight into the order and discipline of the school may be acquired by carefully watching the classes as they

break up, and again as they re-assemble. For this, as well as for other reasons, it is desirable that the inspection of each school should, as far as possible, be kept distinct and separate, even where the attendance is small; and as a general rule the examination of one school should be completed before another is begun.

(i.) In furnishing his report on any school the Inspector, when calling attention to defects in the proficiency of the classes, should indicate where the responsibility for the particular defect complained of chiefly rests.

(j.) The Inspector should not fail to report his judgment of the moral tone of the school and the observance of discipline, cleanliness, and order; he should also bring under notice the defects, if any, in the condition of the school-house or premises.

The subjoined instructions have reference mainly to the ordinary and more important subjects of the School Course.

1. A *Pass* in any subject is to be awarded for proficiency in the principal head of that subject. The Inspector is, however, required to examine on the other heads carefully, and to call particular attention in his Report to any case of marked neglect.

2. The pass mark "1" is to be given only where the proficiency of the pupil has been fully satisfactory; answering of a fair or passable character is to be indicated by the pass mark "2." Taking 100 as the maximum, the value of the answering of a pupil at the Results Examination to entitle him to a satisfactory pass, should be at least 60 per cent., and to entitle him to a mere pass it should be at least 40 per cent.

The examination in Explanation should in every instance be conducted with the books open, but written notes are not allowed to be made on the pages of the books.

INFANTS' CLASS.

3. In the case of the younger infants the "pass" may be awarded on the correct reading and spelling of two or more individual words, but in the higher sections of this class the correct reading of at least one sentence should also be required. While the pass marks may be awarded on the reading and spelling only, the Inspector is also to report whether the pupils have been trained in at least two suitable Infants' School exercises. After the 30th September, 1898, no Result Fees will be allowed for answering in Infants' Classes if Inspector reports that no suitable exercises are provided for those pupils, as such a provision is necessary to relieve the monotony of their school work.

Exercises adapted for Infants' Classes or Schools include the use of the Ball Frame, Drill, Singing, Conversational Object Lessons, and Elementary Drawing; and in organised Infants' Schools or Infants' Departments the Kindergarten System should be practised. In Kindergarten all the necessary tests should be given to the children in classes or groups.

In a regularly organized Infants' Department or School it is not necessary to examine all the children individually in reading.

The Inspector should refer particularly in his Report to any case in which pupils have been unduly retained in the Infants' Class.

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4. *Reading*.—The words of a sentence should be properly connected, but, with a view to guard against the mere saying of the words from memory, the Inspector should also apply the test of reading detached words at sight, before determining the pass mark.

5. *Spelling*.—The examination in spelling should consist of not less than five tests, two of which should be phrases. A pupil's answering satisfactorily in any two of the tests will merit a No. 2 pass. Any further proficiency shown above this will deserve a No. 1 pass.

6. *Writing*.—The sentence to be copied should be written on the blackboard by the Teacher, but is to be selected by the Inspector. Parallel lines should be used to regulate the size of the letters. Capital letters are not required in this class.

7. *Arithmetic*.—Pupils when working sums are not to be allowed to count on their fingers, or to adopt any similar expedient as an aid to the calculation. Test cards should not be used in this class.

SECOND CLASS.

8. *Reading*.—Pupils should read a passage of five or six lines, and should get a second trial if they fail in the first. The ready recognition of the words should be strictly insisted on as essential for a "No. 2" pass; while for a "No. 1" pass proper attention to pauses and good distinct articulation are to be required. In each case the pupil will be expected to answer simple questions on the words and phrases of the lessons read.

9. *Spelling*.—At least five tests should be given, with same rule as to conditions for a pass mark as in First Class.

10. *Writing*.—The test copy should contain words of at least four letters. Imitation of the head line to be regarded as the main point in estimating the pass mark. Guiding lines may be used.

11. *Arithmetic*.—In subtraction four figures are to be given in the minuend and in the subtrahend, and at least one cipher should be introduced. Same rule as to counting on fingers, &c., as in First Class. Test cards should not be used in this class.

12. *Needlework*.—The hemming should be strong, the stitches going well through upper and lower folds, and slanted, and the knitting should be free from dropped stitches. Thimbles to be used by the pupils.

THIRD CLASS.

13. *Reading*.—Distinct articulation and proper grouping of words should be regarded as essential in this class, and no pass should be awarded where those conditions are not fulfilled. The pupil will be expected to answer simple questions on the words and phrases of the lesson read.

14. *Spelling*.—The passage should be read distinctly, and then dictated, a few words at a time. One word misspelled for every ten words dictated will involve failure. The omission of one word liable to be misspelled, or of two easy words, will count as a mistake.

15. *Writing*.—There should be a distinct advance in proficiency over that required in previous class. Guiding lines may still be used.

16. *Arithmetic*.—Pupils should not be examined on paper unless with the teacher's consent. Care should be taken to prevent copying, by

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tions.

duly varying the questions given out. Five sums should be given. The correct solution of any two, including Long or Short Division, will merit a "No. 2" pass; for a "No. 1" pass a sum in Compound Addition must also be correctly worked by pupil. As regards sums in Multiplication and Division, the number of places in the multiplicand or in the dividend may be limited to five, and in the multiplier or in the divisor to two.

17. *Grammar*.—Easy sentences should be chosen in which pupils should distinguish readily and intelligently the article, noun, adjective, personal pronoun, and verb.

18. *Geography*.—The pupils of this class should distinguish land from water on the map, and be able to name and show the cardinal points, both as regards the schoolroom and the map. They should also know the names and relative positions of continents and oceans, the largest countries, the great seas, the great mountain ranges, the largest islands, and the more important groups of islands. Pupils are to be examined before an ordinary Map of the World, but the test need not be confined to pointing.

19. *Needlework*.—Pupils may be examined by either of the following tests:—

First test.—To do about one inch of top-sewing, and one inch of running; to knit one round.

Second test.—To do about one inch of top-sewing, and one inch of hemming; to knit one round.

About 30 minutes to be allowed for each test.

FOURTH CLASS.

20. *Reading*.—The conditions for a pass in this subject should include the ready recognition, distinct articulation, and proper grouping of words, as well as a knowledge of the meanings of the ordinary words and phrases in the lesson read.

21. *Spelling*.—To be tested and marked as in Third Class. In this class the dictation exercise should always be written on paper.

22. *Writing*.—To show an improvement both in character and execution over requirements in previous class. Test exercise to be written with the aid of but one guiding line.

23. *Arithmetic*.—Three-quarters of an hour should be allowed, if required, in this class, for working the sums on paper. Slates are not to be used at this exercise, and all the work should be done on the sheet of paper supplied by the Inspector.

The "more useful arithmetical tables" include Avoirdupois Weight, Troy Weight, Long Measure, Square Measure, and Time.

A pupil who works two of the exercises on paper correctly, and makes a fair attempt to work at least one other, though the answer is not fully brought out, may be passed.

24. *Grammar*.—The pupils should be examined with reference to suitable words selected from sentences before them in their Reading Books. No questions having reference to Syntax are to be asked.

25. *Geography*.—The pupils should know on the Map of the World the countries and their capitals, the gulfs, bays, straits, capes, and rivers; the secondary mountain ranges and islands; and, on the Map of Ireland, the provinces; the counties, with principal towns in each; the large lakes; and the principal mountains, rivers, capes, and islands. See note as to Map of County in Programme.

The pupils in Fourth Class shall be examined mainly with an ordinary map before them, but part of the examination may be conducted without a map, or by reference to a blank map.

26. *Agriculture*.—The examination in this class should have reference mainly to the ordinary systems of rotation of crops and to the more common cultivated crops—potatoes, root crops, green crops, grain crops, beans, peas, flax—and should be conducted orally.

27. *Needlework*.—Pupils may be examined by either of the following tests :—

First test.—To tack on a patch about one and a half inches square, to topsew along one side and round that corner; to work one inch run-and-fell seam; to knit one round of sock.

Second test.—Tack on patch about one and a-half inches square, cut one square inch from calico under it, and hem one side of this inner square, turning a corner. Stitch one inch. Knit one round of sock.

About 30 minutes to be allowed for each test.

FIFTH CLASS—(FIRST STAGE).

28. *Reading*.—The pass mark in this stage will depend partly on verbal accuracy, and partly on the pupil's knowledge of the meanings of the words and phrases in the lesson read.

29. *Spelling*.—Subject to be tested and judged as in the two previous classes.

30. *Writing* is to be judged from the style and form of the letter written by the pupil, as well as from the penmanship and spelling. Care should be taken that the subject of the letter is of a simple character, and suitable for a letter. The pupils should have learned the use of the full stop.

31. *Arithmetic*.—To be tested and marked as in Fourth Class, same time being allowed.

32. *Grammar*.—The sentence proposed should be an easy one, and should not include the subjunctive or potential mood, the passive voice, or the relative in the objective case.

33. *Geography*.—Pupils of this class should know the relative positions of the leading countries in Europe, their boundaries, the positions of the great cities, and of some of the less important ones, the details respecting mountains, rivers, islands, and lakes. Inspector should examine with some minuteness on the Map of Ireland.

34. *Agriculture*.—The examination in this class should have reference to all classes of crops, as well as to cottage gardening, and should be conducted orally.

35. *Book-keeping*.—No pupil should pass who does not produce the required sets neatly written out. The questions on the work done should be oral and of a simple character, but sufficient to test a due knowledge of the processes. No pass should be given for mere transcription of the exercises. A set to be journalized or posted is not required in this class.

36. *Needlework*.—Each pupil will be examined by one of the following tests (should, however, time at Inspector's disposal permit, be recommended, in this and following classes, to give two, the second test being frequently a knitting one).—

First test.—To work barred buttonhole, and one inch of neat run-and-fell seam.

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Second test.—To darn a hole the size of a shilling: to stitch one inch.

Third test.—To turn and complete heel of sock, previously prepared; to work one side of buttonhole.

Fourth test.—To cut out pattern of girl's under-garment, or little boy's shirt, and to work one side of button-hole.

Fifth test.—To tack on a patch of about two inches square, top-sew along one side and partly down the next, turning the corner neatly on outside; on inside of patch to cut out one and a half inches square, to turn in and hem one side of square and part of next, choosing same corner to turn as has already been turned on the outside.

About 45 minutes allowed for each test.

FIFTH CLASS.—(SECOND STAGE).

37. *Reading.*—Similar conditions for a pass as in First Stage.

38. *Spelling.*—To be tested and marked as in First Stage of Fifth Class.

39. *Writing.*—The letter should be correct in form and in spelling, and neatly written. The pupils should have learned the proper use of the full stop and the comma.

40. *Arithmetic.*—Tests and marking as before. One hour may be allowed for paper work, if necessary. Mental exercises should include easy questions in Addition, Subtraction, and Multiplication of money.

41. *Grammar.*—The sentence chosen for parsing in this class should be more difficult than in First Stage, and may include the relative clause, the compound tenses, and all the moods.

42. *Geography.*—In order to merit a pass, pupils of this class should have a thorough acquaintance with the Geography of Ireland. Pupils should be prepared for examination on a blank Map of Ireland.

43. *Agriculture.*—As a rule the pupils of this class should be examined orally as in First Stage.

44. *Book-keeping.*—The required sets must be presented neatly written out. Questions should be more difficult than in First Stage, and the drawing up of a cash account may be required on paper.

45. *Needlework.*—Each pupil will be examined by one of the following tests, the giving of a second being left to Inspector's judgment, as before.

First test.—To gather two and a half inches of calico into one inch of band, sewing on both sides. To work two inches of herring-bone hem on flannel.

Second test.—To work neat barred buttonhole. If overall has been the examination garment prepared, to cut pattern of it. If boy's shirt has been made for examination, to cut pattern of it.

Third test.—To darn a hole the size of a shilling, crossing it exactly; to work one side of buttonhole.

Fourth test.—To put on flannel patch two inches square—to herring-bone it outside and inside over raw edge. Narrow for toe of sock, and close it correctly.

From an hour to an hour and a quarter may be allowed for each test.

SIXTH CLASS.—FIRST AND SECOND YEARS.

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tions.

46. *Reading*.—Pupils of this class will not be awarded a pass in reading unless, in addition to exhibiting fluency and correct pronunciation, they are able to answer intelligently on the meanings of the words phrases and of the lesson read. The questions given under this head should not demand from the pupils any knowledge not essential to the proper understanding of the text.

47. *Spelling*.—Any serious error in punctuation to be taken into account in the marking of this subject.

48. *Writing*.—The letter prescribed in this class should be written on unruled paper, which should afterwards be folded in the form of a note, and addressed on the back, as if for post.

In the second year a longer letter, and with better style and finish, is expected.

49. *Arithmetic*.—One hour may be allowed for the paper work.

(The Inspector will draw the Teacher's particular attention to the desirableness of securing expertness in mental calculation of a practical kind.)

50. *Grammar*.—In this class the parsing exercise should be more difficult than in Fifth Class, 2nd Stage, but is not to be over difficult or puzzling. More accuracy and a better style of work will be expected in the second year.

51. *Geography*.—At the first examination a detailed knowledge of the British Islands and a general knowledge of India and the British Colonies should be exhibited. At the second examination a detailed knowledge of India and the British Colonies also should be shown.

52. *Agriculture*.—The examination in this class may be conducted in writing. The questions should be carefully framed and varied from time to time. The examination should deal mainly with the principles of the subject.

53. *Book-keeping*.—In this class the character of the books should still be taken into account; the principles should be well understood, and the pupils should be tested in journalizing and in posting the Ledger.

54. *Needlework*.—Each pupil will be examined by one of the following tests, a second at discretion, as before.

First test.—To join two strips of calico to the length of one and a half inches, in a sew-and-fell seam, neatly top-sewing the first or upper side, and hemming down the lower one; to work neat barred buttonhole, having the slit cut straight, the edges of the buttonhole just meeting, and the stitch firm and even. To take sock of which heel is already turned, pick up stitches for foot, and knit two or three rounds.

Second test.—To gather two and a half inches of calico into one inch of band, working neatly, and fastening on a gather with every stitch; both sides of band to be sewn, and edges nicely finished by top-sewing.

Third test.—To cut out a pattern of man's shirt with separate yoke, lacking the pieces together.

Fourth test.—To darn strongly and neatly a hole the size of a shilling, taking the runnings about half-an-inch into the web on either side; cast on for a sock, and knit three or four rounds, beginning the rib.

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From an hour to an hour and a quarter may be given, as in previous class, for each test.

In all classes the pupils' test specimens of sewing and of cutting out should be brought away by the Inspector.

ALTERNATIVE SCHEME FOR GIRLS OF SIXTH CLASS.

55. *Reading*.—At least two books must be used, one to be a suitable treatise on Domestic Economy, the subject matter of which must be known, the other a Reading Book approved by the Commissioners. Explanation of the lessons read will be required.

56. *English Composition*.—The subject proposed for the composition exercise may be varied at discretion. The exercise may be considered to include Grammar only so far as this subject is necessary to secure correctness of expression; and Geography is mentioned chiefly as furnishing some suitable matter on which to write.

57. *Plain Needlework*.—Under this scheme it is essential that the third test given under the ordinary programme for Sixth Class shall be applied.

58. *Special Industries*.—The same special Industries may be taken up in successive years, but a pupil presented a second time for examination in any branch must show increased proficiency in order to warrant payment of fees.

This advance may be shown by some additional work, some different articles knitted, some new stitches in lace, &c., &c., and unless there is clear evidence of sufficient instruction of this kind within the second year no pass should be awarded.

EXTRA OR OPTIONAL BRANCHES.

59. *Use of Sewing Machine*.—The pupil should display a fair knowledge of the use of Sewing machine, setting needle correctly, regulating tension as required for work, preparing and attaching the bobbin, and being competent to join evenly, and with regular line of neat stitching, two curved edges, such as occur in back and in sidepiece next back of bodice.

60. *Advanced Dressmaking*.—Pupil to cut out, in Inspector's presence, pattern of dress bodice, consisting of the following:—Side pieces, front and back, neckband, upper sleeve, under sleeve; and to tack these together so as to produce correct pattern of dress bodice. No model or pattern of any kind to be permitted for use of pupils. Cutting out should be done either by a scientific system, by measurement of a companion's figure, or from pupil's own clear recollection of the shapes and sizes of the various pieces.

It is desirable that each pupil should exhibit a dress made by herself during the year, having buttonholes neatly worked in bodice.

61. *Vocal Music*.—"Singing by ear" may be accepted in the junior classes to fourth, inclusive, as sufficient for the song test; but in Fifth and Sixth Classes pupils should be able to Sol-Fa their parts separately before joining together in harmony.

62. *Drawing*.—Pupils must show evidence of due training and practice in this subject; the lines must be drawn freely, and without shifting the position of the paper. Frequent rubbing out and soiling of the paper should preclude the awarding of a pass.

(2.) REGULATIONS FOR COOKERY CLASSES TAUGHT BY NATIONAL SCHOOL TEACHERS.

Appendix.
Section II.
H.
Cookery
Classes
under
National
School
Teachers.

I. In the case of Cookery Classes taught by the ordinary Teachers of a National School, each pupil, in order to be qualified to earn Results fees for the Teacher, must have attended not less than 40 hours during the School Results year at Cookery lessons, and must have spent not less than 20 hours in cooking with her own hands.

II. Not more than four hours are to be devoted by the same pupil to this subject in one week.

III. At the practical lessons, when the pupils cook with their own hands, not more than 16 are to be taught by one Teacher.

IV. At the demonstration lessons, when the Teacher performs the operations before the pupils, two classes of 16 each may be combined, provided the accommodation be sufficient and suitable.

V. A Roll must be kept in such a manner as to indicate clearly if the above conditions are fulfilled.

VI. Results fees are only payable in cases in which the Inspector reports the Teacher as competent to teach the subject; and, as respects Teachers entering the service, as Principals or Assistants, after the 30th of June, 1899, only in the case of those certificated in Cookery.

(3.) REGULATIONS FOR THE EMPLOYMENT OF ITINERANT TEACHERS OF COOKERY AND LAUNDRY WORK IN PROMOTING INSTRUCTION IN THESE BRANCHES IN CONNECTION WITH NATIONAL SCHOOLS.

Cookery
and
Laundry
Work
Itinerant
Teachers

I. The Commissioners of National Education have made arrangements with the "Royal Irish Association for the Technical Training and Employment of Women" for sending to the localities where their services are required, fully qualified Teachers holding Diplomas of Cookery and Laundry Work.

II. In each locality Managers applying to the Office of National Education for the services of these Teachers should organize classes, select rooms suitable for such instruction either in the National School premises or in premises within easy reach of them, and arrange for the supply of (a) the materials; (b) such appliances as the Teachers may find necessary in addition to what they bring with them; and (c) any assistance that may be required for the cleansing of the dishes, &c. The District Inspectors will confer with Managers on the subject.

III. It is desirable that at each Centre not more than ten National Schools should come under instruction, each School receiving one or

Appendix,
Section II,
H.
Cookery
and
Laundry
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Itinerant
Teachers.

more lessons of two hours' duration in the week, throughout the fixed period of the course. The lessons at the several National Schools should be so arranged as to afford full occupation for four hours a day on five days of the week to the Itinerant Teacher.

In large Schools each organized Cookery or Laundry Work Class will count for the purposes of the course as a School.

IV. Prior to sending an Itinerant Teacher to a Centre, the Royal Irish Association should submit for the consideration of the Commissioners of National Education a Scheme for the Cookery or Laundry Work Classes throughout the locality. The Scheme should contain the names of the Schools and of the Managers, the dates for commencing and concluding the course for each class, and the hours of instruction daily for each.

V. The course of instruction for a Cookery Class will embrace twenty Lessons, each of two hours' duration; each Lesson will include Demonstration and Practice in Household Cookery. The course for Laundry Work will embrace twelve Lessons of two hours each, six of which will be Demonstration and six will be Practice. Each course, whether of Cookery or Laundry Work, will have two stages, which may be taken successively in two Results periods by the same pupils, one entirely elementary, suitable for National School pupils of the Fourth Class, and one more advanced, suitable for the pupils of the Fifth or Sixth Class.

Pupils of Evening National Schools, although enrolled in classes lower than 4th, may attend the classes of Cookery; and the restriction (par. VII.) of the 4s. fee per pass to Fourth Class does not apply.

VI. No fees are chargeable to pupils of National Schools for the instruction in these courses.

VII. The Results Fees payable by the Commissioners for passes in Cookery and in Laundry Work by pupils of National Schools are as follows:—

	Per Pass in Cookery.	Per Pass in Laundry.
	s. d.	s. d.
Pupils of 4th Class,	4 0	2 6
Pupils of 5th or 6th Class,	5 0	3 0

The fees earned on the passes will be paid at the same time as the ordinary Results Fees after the close of the Results period, in respect of pupils who shall have qualified for presentation at the Results Examination.

VIII. Subject to the approval of the Commissioners, externs may be admitted at such rates of fees as may be arranged by the Managers of the Schools; but so as not to interfere with the instruction of the National School pupils. Results Fees are not payable in the case of extern pupils.

IX. (a.) The Rules of the Commissioners allow of instruction in technical subjects within the ordinary School hours. The arrangements should, however, be such as not to interfere to any undue extent with the literary business of the Schools. (b.) Instruction of classes in Cookery and Laundry Work may be given at such time outside the ordinary School hours as may be found convenient by the School Managers and satisfactory to the parents of the pupils.

X. The minimum number of attendances at the course to warrant payment of Results Fees in respect of any pupil of a Cookery Class is sixteen, or of a Laundry Class is ten.

XI. The number of pupils attending a Practice Lesson in Cookery or Laundry Work should not exceed sixteen.

XII. Each Itinerant Teacher is to keep a roll of all pupils learning Cookery or Laundry Work at each School. The roll is to show the class and the attendances of the individual pupils.

XIII. Each Itinerant Teacher is also to furnish the Inspector of the District at the close of each week (on an official form) with a journal of daily occupation and travelling expenses throughout the week. A copy of the journal is to be furnished by her at the same time to Miss FitzGerald, Organising Secretary of the Royal Irish Association (Country Department), 20, Kildare-street, Dublin.

XIV. The Itinerant Teachers will be free from engagements for the Commissioners on one day in each week; but their journals should embrace the record of their occupation, &c., for every day of the week.

XV. The Itinerant Teacher during the time of her engagement at each School is to be under the control of its Manager; and she is to report the commencement and the conclusion of the course for each class to the Royal Irish Association (Country Department), and forward a statement as to the results of the instruction. The reports will be communicated in due course by the Association to the Commissioners.

XVI. All questions in reference to the employment and business of the Itinerant Teachers will be a matter for correspondence between the Commissioners and the Association.

XVII. The Inspector will be advised of the exact time appointed for the course of instruction in Cookery or Laundry Work for each class, and of the hours in which it is to be given daily; and the Time Table for Cookery or for Laundry Work is also to be suspended in the School. Immediately after the completion of the course, the Inspector will examine the pupils and record the results, which will be notified to the National Education Office, together with his Report on the Annual Results Examination of the School.

(4.) CIRCULAR AS TO PLANTING SHRUBS, FLOWERS, &C., AROUND SCHOOL-HOUSES.

Circular
as to plant-
ing shrub
flowers, &c

CULTIVATION OF FLOWERS, SHRUBS, &C., IN SCHOOL GROUNDS.

The question of adopting measures for keeping school grounds and premises in a more tasteful and orderly condition has been under the consideration of the Commissioners of National Education.

The Commissioners feel assured that in rural localities the National Schools and the school plots connected therewith, even where the plots are small, might advantageously subserve the object of awakening in the minds of the pupils a practical interest in the cultivation of vegetables, fruits, and flowers.

Appendix.

Section II.,

B.

Circular
as to plant-
ing shrubs,
flowers, &c.

It is gratifying to note that there are many schools whose Teachers (both Male and Female) have done excellent work in the direction here indicated: their schools, and also their residences, affording evidence of good taste, and even skill, in horticulture and floriculture.

The Commissioners would suggest to the Managers in rural districts that the desirable object in view might be encouraged if on the occasion of their visits to the schools they would impress upon the Teachers the desirability of utilizing the school plots as gardens, as far as might be expedient, especially for the cultivation of shrubs and flowers in front of the schools and Teachers' residences, and in the margins of playgrounds. The cultivation of climbing and window plants is also worthy of attention on the part of Teachers.

The Commissioners have instructed their Inspectors to confer with the Managers and Teachers, and to make a statement in their reports as to the adoption of arrangements for the carrying out of this object.

The Commissioners further desire that the Managers will, whenever practicable, endeavour to secure plots of sufficient size (not less than a rood) for the establishment of "School Gardens," and also inform the Teachers of the special encouragements afforded under the Rules and Regulations for (a) the cultivation of the "School Gardens," and (b) for the instruction of the pupils in Garden Culture. In addition to the fees for knowledge of the Text Book ("Practical Farming") the following fees are now payable to Teachers who have recognized "School Gardens":—

4s. per pupil of Fourth Class, and 5s. per pupil of the higher classes, for practical proficiency, as tested in School Garden.

20s. for satisfactory condition of School Garden.

10s. for satisfactory management of Pigs, Poultry, &c.

The Commissioners trust that these increased fees, together with the special interest that Gardening ought in itself to have for Teachers of rural schools, may lead to a satisfactory development of Garden Culture in connexion with those schools throughout the country.

APPENDIX I—TEACHERS' PENSIONS, &c.

Appendix.
Section II,
I.Working of
Pension
Act.

STATISTICS of the NATIONAL SCHOOL TEACHERS' (Ireland) PENSION FUND, under the Act 42 & 43 Vict., cap. 74, for the Year ended 31st December, 1899, as furnished by the Teachers' Pension Office, Dublin Castle.

1. The twentieth year of the operation of the Act ended on the 31st December, 1899.

2. The number of Teachers paying premiums in the various classes on 31st December, 1899, was :—

Males, I.,	150	Females, I.,	150
" II.,	1,281	" II.,	830
" III.,	2,231	" III.,	1,874
" IV.,	2,054	" IV.,	3,329
Total,	5,716	Total,	6,123

3. The Model School Teachers who have availed themselves of the supplemental privileges conferred under Rules 21 and 22, are as follows :—

	Males.	Females.	Total.
On the Books, 31st December, 1898,	61	87	148
Re-appointed in 1899,	1	1	2
Total,	62	88	150
Removed from Establishment on account of Age, or on receipt of Gratuity or award of Pension in 1899,	1	3	4
Died in 1899, . . . . .	.	2	2
Resigned or Dismissed, 1899, . . . . .	.	.	.
On the Books, 31st December, 1899,	61	83	144
Maximum Number allowed, . . . . .	.	.	250
Supplemental Pensions :	£ s. d.	£ s. d.	£ s. d.
Amount payable 31st Dec., 1898,	444 2 2	783 8 11	1,227 11 1
Granted in 1899,	3 9 8	93 0 0	96 9 8
Ceased in 1899,	—	27 0 0	27 0 0
Amount Payable on 31st Dec., 1899,	447 11 10	849 8 11	1,297 0 0

Appendix.
Section II.
I.
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4. The Pensions granted were as follows :—

	MALES.						FEMALES.						Total both Sexes.									
	3rd Class.		2nd Class.		1st Class.		3rd Class.		2nd Class.		1st Class.				Total.							
	No.		£		No.		£		No.		£		No.		£							
	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£	No.	£						
Total on 31st December, 1898.	336	9,305	271	10,254	98	4,464	38	3,253	745	22,171	240	4,508	254	5,908	112	17,619	1,355	16,780				
PENSIONS GRANTED IN 1899.																						
For Ill-health.	7	33	6	34	14	—	—	—	14	81	10	89	8	42	3	17	21	98	85	179		
On Voluntary Retirement.	25	701	29	1,054	7	380	1	17	62	5,242	21	373	15	371	3	135	40	942	102	3,154		
On Compulsory Retirement.	4	140	10	493	1	64	—	—	15	670	10	220	11	428	3	184	24	892	39	1,482		
Total.	372	10,079	316	11,232	107	6,942	39	3,335	834	28,154	281	5,170	328	7,349	104	4,208	44	2,024	197	15,451		
PENSIONS GRANTED IN 1898.																						
Through Death.	24	605	10	323	4	227	1	66	39	1,223	8	116	10	254	4	169	3	209	35	735	64	2,081
Otherwise.	—	—	4	20	2	11	—	—	6	31	6	20	3	12	—	—	—	—	8	32	14	63
Pensions payable on 31st December, 1899.*	308	9,174	302	11,025	101	5,664	38	3,217	749	20,310	233	5,034	255	7,073	100	4,129	41	2,415	654	15,031	1,423	16,471
Gratuities paid during the year.	1	93	2	103	—	—	—	—	3	234	—	—	—	—	1	91	—	—	1	91	4	346

* Including the Supplemental Pensions.

5. The Age Statistics have been as follows, so far as they have been notified during the Years 1880-1898, and the Year 1899, respectively:—

	MALES.						FEMALES.					
	3rd Class.		2nd Class.		1st Class.		3rd Class.		2nd Class.		1st Class.	
	10 years, 1880-88.	1898.	10 years, 1880-98.	1899.	10 years, 1890-98.	1899.	10 years, 1880-88.	1899.	10 years, 1880-98.	1899.	10 years, 1890-98.	1899.
Average Age on:—												
Promotion,	2077	2181	2400	2223	2790	2720	2121	2145	2368	2368	2721	2908
Resignation or Dismissal,	2621	2685	2922	3106	3594	3450	2637	2825	2820	3047	3045	3317
Re-appointment,	2720	3045	3014	2929	3225	3125	2703	2835	2321	2960	3127	3500
Retirement,	5542	5743	5671	5802	5955	6100	4840	5380	4921	5415	5272	5322
Death,	3789	4112	4029	4118	4413	4325	3817	3860	3627	3820	4074	4000

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Section II.
I.
Working of
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Appendix.
Section II,
K.
Contributory
Unions.

APPENDIX K.—POOR LAW UNIONS CONTRIBUTORY UNDER THE ACT OF 1875.

I.—TABLE showing the Number of POOR LAW UNIONS which became contributory each year from the passing of the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland).

Year.	Number of Unions.	Year.	Number of Unions.
1876-7,	70	1888-9,	21
1877-8,	39	1889-90,	31
1878-9,	28	1890-91,	29
1879-80,	21	1891-2,	23
1880-81,	13	1892-3,	25
1881-2,	16	1893-4,	25
1882-3,	20	1894-5,	25
1883-4,	22	1895-6,	25
1884-5,	17	1896-7,	25
1885-6,	21	1897-8,	25
1886-7,	20	1898-9,	25
1887-8,	21	1899-1900,	25

II.—LIST of Twenty-five POOR LAW UNIONS which became contributory, for the year 1899-1900, under the Act 38 & 39 Vict., cap. 96 (An Act to provide for additional Payments to Teachers of National Schools in Ireland); and the respective amounts paid out of the Rates.

Names of Poor Law Unions.	Rates.	Names of Poor Law Unions.	Rates.
	£ s. d.		£ s. d.
Ballymahon,	302 12 14	Irvinestown,	343 6 0
Ballyvaughan,	92 4 10	Kella,	416 12 18
Babrothery,	503 13 5	Kilmallock,	321 5 9
Belfast,	10,154 12 7	Milford,	372 13 10
Castlecumber,	345 6 2	Mullingar,	737 0 0
Clogheen,	663 2 0	Navan,	453 13 8
Clogher,	392 9 3	Newry,	1,358 17 10
Cork,	3,267 12 4	Oldcastle,	431 3 2
Croom,	339 3 9	Rathfrum,	664 8 0
Delvin,	241 5 9	Strabane,	331 1 4
Downpatrick,	1,206 14 5	Trim,	245 1 0
Dungannon,	802 16 6	Tullamore,	605 8 1
Edenderry,	335 2 2	Total,*	95,067 7 7

* Of this sum £36,887 13s. 6d. was repaid to the Guardians from the Customs and Excise Grant, so that the net amount contributed by the Guardians was £58,180 14s. 7d.

Appendix.

APPENDIX L.—PROMOTIONS FOR HIGHLY EFFICIENT SERVICE. Section II.
—PRIZES AND PREMIUMS. L.

- (1.) LIST of TEACHERS of NATIONAL SCHOOLS promoted to First Division of First Class from 1st April, 1899, on account of having rendered highly efficient service for seven consecutive years to 31st March, 1899. Promotions for highly efficient service.

County.	Name of Teacher.	District.	Roll No.	School.
Antrim, . .	Miss Selma Cunningham, . .	9	15906	Ormeau Road.
Cavan, . .	Mr. Patrick O'Connell, . .	23	13035	Drumkerl.
Donegal, . .	Miss Martha Stevenson, . .	2	8025	Erritty.
Do, . .	Mrs. Lizzie Diver, . .	5	9389	Donegal f. (2).
Do, . .	Mrs. Ellen Foley, . .	5	14531	Bundoran Convent.
Cork, . .	Mr. Daniel Conkley, . .	59	4055	St. Michael's m.
Do, . .	Mrs. Catherine Sheehy, . .	60	11534	Buileinstown f.
Do, . .	Mrs. Anne O'Flaherty, . .	60A	12770	Clogheen f.
Kerry, . .	Mr. Philip Cronin, . .	58	7538	Kilgarvan m.
Meath, . .	Miss Mary E. Taylor, . .	29	6388	Loughcrew.
Mayo, . .	Mrs. Kate Giffhooly, . .	21	13392	Kilkelly f.

(2.) The "REID" BEQUEST.

"Reid" Bequest.

The Trustees of the Will of the late R. T. Reid, Esq., LL.D., of Bombay, who munificently bequeathed £9,435 towards the advancement of Education in the County Kerry (his native county), have authorized the following Scheme of Prizes to be awarded out of the proceeds of the Bequest, by the Commissioners of National Education.

PART I.

During the Five years' service of a Monitor, there are two Principal Examinations, viz., one at the end of his Third year, and the other at the end of his Fifth year. After each of these Principal Examinations, the Reid Prizes will be awarded to the Six best answerers of each degree of service amongst the Male Monitors of the National Schools of the County Kerry, provided that the answering in every case shall be of a satisfactory character. The following is the scale of Prizes :—

(a.) At end of Monitors' Third Year of Service :—

First Prize,	...	...	...	...	£20
Second "	...	...	...	...	18
Third "	...	...	...	...	16
Fourth "	...	...	...	...	14
Fifth "	...	...	...	...	12
Sixth "	...	...	...	...	10
					£90

Appendix.
Section II.,
L.
"Reid"
Bequest.

(b.) At end of Monitors' Fifth Year of Service :—

First Prize,	...	...	...	...	£25
Second "	...	...	...	...	29
Third "	...	...	...	...	20
Fourth "	...	...	...	...	18
Fifth "	...	...	...	...	16
Sixth "	...	...	...	...	14

£115

This portion of the Scheme came into operation at the Examination of July, 1886.

PART II.

The Trustees, also, in pursuance of the express stipulations of the Testator, propose to apply £80 a year to the maintenance of Two Reid Exhibitions in Trinity College, Dublin, of the value of £40 each, to enable Students of the County Kerry, who have successfully passed the final examination at the close of their Course of Training in the Marlborough-street Training College, to matriculate in Trinity College, and to pass on, without dropping a year, to the Degree in Arts.

The recommendation of Candidates for the Reid Exhibitions, Trinity College, will be made by the Professors of the Marlborough-street Training College.

PART I.—RESULT of the EXAMINATIONS, 1899.

In accordance with one of the provisions of the Reid Bequest Scheme for the advancement of Education in the County of Kerry, the Commissioners of National Education having considered the answering of the Monitors employed in the National Schools of that county, at the Annual Examinations of 1899, have selected the six best answers amongst the Monitors of the 5th year, and the six best amongst those of the 3rd year, and have made the following awards :—

PRIZE MONITORS OF FIFTH YEAR.

Dist.	Roll No.	School.	Monitor.	Prize.
				£
54	2118	Beckluin, . . m.	Jeremiah Lynch, . .	25
57	1793	Killarney Monastery, .	Maurice Keane, . .	22
58	5430	Lebed,	Timothy O'Leary, . .	20
39	543	Killary, . . m.	Jeremiah Lawler, . .	18
57	3304	Rabean, . . m.	Cornelius Lynch, . .	16
-	8251	Suom, . . . m.	Jeremiah O'Sullivan, .	14

PRIZE MONITORS OF THIRD YEAR.

Dist.	Roll No.	School.	Monitor.	Prize.	Appendix.
					Section II., L. "Roll" Request
29	12018	Brooma, . . m.	Edmond Lenthian, . .	£ 20	
57	16049	Loughquinn, . .	John Donegan, . .	18	
54	10020	Knockenshane, . m.	David Reidy, . .	16	
53	5484	Shelbourne (2), . .	Michael O'Shea, . .	14	
29	12540	Murhur, . . m.	Michael Moloney, . .	12	
57	1600	Fossa, . . m.	Patrick Shea, . .	10	

PART II.—EXHIBITIONS IN TRINITY COLLEGE, DUBLIN.

Under the conditions of Part II. of this Scheme, an Exhibition of £40 per annum was awarded in February, 1894, to Mr. Patrick Buckley, Principal Teacher of Shandrum National School, County Cork, and in January, 1895, an Exhibition of a similar amount was awarded to Mr. John Kennelly, of Moyola Park National School, County Londonderry—both these teachers are natives of the County Kerry.

(3.) CARLISLE AND BLAKE PREMIUMS.

Extract from Appendix to Commissioners' Rules—Edition of 1898.

Carlisle
and Blake
Premiums.

THE CARLISLE AND BLAKE PREMIUM FUND.

1. The Commissioners of National Education are empowered to allocate to the teachers of ordinary National Schools the interest accruing from the Private Bequests' Fund in Premiums, to be called "The Carlisle and Blake Premiums." Teachers of Model Schools, Convent Schools, or other special schools, are not eligible for these premiums.

2. The interest from the accumulated funds available for premiums now amounts to £80 a year, and this sum will be distributed in premiums of £5 each—one for the most deserving Principal Teacher in each of the Districts every fourth year, upon the following conditions:—

- (a.) That the average attendance and the regularity of the attendance of the pupils are satisfactory.
- (b.) That a fair proportion of the pupils have passed in the higher classes.
- (c.) That, if a boys' or mixed school, taught by a master in a rural district, agriculture is fairly taught to the boys of the senior classes; and, if a girls' school (rural or town), needlework is carefully attended to.
- (d.) That the state of the school has been reported, during the previous two years as satisfactory in respect to efficiency, moral tone, order, cleanliness, discipline, school accounts, supply of requisites, and observance of the Board's rules.

3. No teacher will be eligible for a premium twice in succession.

4. The names of the teachers to whom premiums are awarded will be published in the annual report of the Board.

Appendix. "The Carlisle and Blake" Premiums are awarded at the rate of
 Section II. £5 to one successful candidate in each school district in every fourth
 I. year. The Teachers who secured the Prizes for 1899 were:—

Carlisle
and Blake
Premiums.

District	Roll No.	School.	County	Name in full of Teacher.	Amount.
9	12479	St. Joseph's, . f.	Antrim, .	Miss Martha Mulholland, .	5
31	4141	Tullybrack, . f.	Cavan, .	Mrs. Kate Reilly, .	5
17	3619	Kilmere (1), . .	Down, .	Mr. Thomas Cahill, .	5
18	5823	Cornamure, . . .	Monaghan, .	Mr. Patrick Keenan, .	5
14	11408	Fintona,	Tyrone, .	Mr. John H. Williams, .	5
62	1273	Charleville, . m.	Cork, .	Mr. Timothy Kelly, .	5
46	12460	Lowtown, . . . f.	Limerick, .	Mrs. Julia Fitzgerald, .	5
53	7380	Skeohernakinky, f.	Tipperary, .	Mrs. Eily A. Kearney, .	5
49	14959	Perrybank, . m.	Waterford, .	Mr. William C. Foley, .	5
41	1435	Edenderry, . m.	King's, .	Mr. James Horan, .	5
35	16631	Athlone,	Westmeath, .	Mr. John U. Beckett, .	5
50	16778	Kilmyshall, . f.	Wexford, .	Miss Ellen T. Doyle, .	5
34	3219	Knockbane, . .	Galway, .	Mr. William Vaughan, .	5
23	12993	Cloamorris, . .	Lettrim, .	Mr. Francis Reynolds, .	5
26	14349	Bellra,	Mayo, .	Miss Bodelia Sweeney, .	5
21	12644	Kilmacogue, . f.	Sligo, .	Mrs. Kate L. Spelman, .	5

Appendix.

Section III
M.

Census
Returns
as to
Illiteracy.

M.—CENSUS RETURNS AS TO ILLITERACY.

(a) TABLE taken from the Census Commissioners' Report for the year 1891, showing the Proportion per cent. of the Population, five years old and upwards, who could neither Read nor Write, in each Province, County, City, &c., in Ireland, at the Census periods of 1841, 1851, 1861, 1871, 1881, and six years old and upwards for 1891.

PROVINCES, COUNTIES, CITIES, &c.	Proportion per cent. of the Population who could neither Read nor Write.					
	Five years old and upwards.					Six years old and upwards.
	In 1841.	In 1851.	In 1861.	In 1871.	In 1881.	In 1891.
IRELAND,	52.7	46.8	32.7	23.4	25.2	12.1
PROVINCES.						
LEINSTER,	44.0	39.6	31.1	27.0	20.2	19.4
MUNSTER,	60.6	55.5	46.1	39.2	28.5	19.9
ULSTER,	46.6	32.3	35.0	26.1	30.2	15.4
CONNAUGHT, . . .	72.1	66.3	57.1	49.3	37.9	27.6
LEINSTER.						
Carlow County, . .	39.0	30.1	29.3	26.3	19.8	16.9
Drogheda (Co. of the Town),	45.4	45.7	35.1	34.2	26.6	20.3
Dublin City, . . .	25.2	21.9	20.7	17.5	15.5	10.6
Dublin County, . .	34.9	29.6	22.2	18.8	13.1	9.1
Kildare	41.9	35.2	29.6	24.0	20.2	14.1
Kilkenny City, . .	46.7	37.3	34.0	30.5	21.6	15.8
Kilkenny County, .	51.2	45.0	36.5	30.4	23.1	16.4
King's,	47.9	43.1	34.8	29.9	25.3	16.9
Longford " . . .	51.2	46.9	36.7	32.6	23.1	21.4
Louth "	61.1	52.9	45.0	38.7	30.0	16.8
Meath "	54.5	47.5	37.2	32.1	23.4	14.0
Queen's "	41.6	36.5	30.6	26.5	20.1	16.6
Westmeath " . .	53.1	37.6	30.1	31.6	23.1	19.0
Wexford " . . .	41.3	36.9	33.5	31.7	25.0	19.0
Wicklow " . . .	41.3	38.1	32.0	28.1	21.7	16.7

(a) TABLE taken from the Census Commissioners' Report for the year 1891—continued.

Appendix.
Section II,
M.Census
Returns
as to
Illiteracy.

PROVINCES, COUNTIES, CITIES, &c.	Proportion per cent. of the Population who could neither Read nor Write.					
	Five years old and upwards.					Six years old and upwards.
	In 1841.	In 1851.	In 1861.	In 1871.	In 1881.	
MUNSTER.						
Care County,	631	686	468	379	273	192
Cork City,	366	357	321	294	210	159
County,	666	586	507	437	303	208
Kerry,	701	643	553	473	361	246
Limerick City,	421	376	332	294	238	175
County,	553	512	396	339	243	159
Tipperary,	510	467	365	308	217	151
Waterford City,	363	304	245	234	272	213
County,	706	669	585	507	393	281
ULSTER.						
Antrim County, exclusive of Belfast (part of), and Carrickfergus,	228	302	186	158	173	96
Armagh County,	428	391	341	304	238	186
Belfast City,	211	204	173	157	119	87
Carrickfergus (County of the Town),	135	112	92	113	87	65
Cavan County,	513	459	356	301	224	161
Donegal,	437	573	521	485	388	312
Down County, exclusive of Belfast (part of),	273	243	213	188	143	115
Fermanagh County,	458	385	318	276	215	154
Londonderry County & City,	394	296	241	223	176	143
Monaghan County,	513	420	347	307	230	178
Tyrone,	450	382	326	290	226	174
CONNAUGHT.						
Galway County and County of the Town,	706	701	629	564	468	339
Leitrim County,	573	520	412	326	225	164
Mayo,	790	737	655	574	448	320
Roscommon,	650	589	471	389	273	182
Sligo,	687	633	532	431	309	224

(b) TABLE taken from the Census Commissioners' Report for the year 1891, showing by Provinces the proportion per cent. of the Population, five years old and upwards, who could Read and Write, Read only, and who could neither Read nor Write, in Ireland in 1841, 1851, 1861, 1871, 1881, and six years old and upwards for 1891.

PROVINCES.	Read and Write.						Read only.						Neither Read nor Write.					
	1841	1851	1861	1871	1881	1891	1841	1851	1861	1871	1881	1891	1841	1851	1861	1871	1881	1891
IRELAND,	28	33	41	49	59	71	19	20	20	17	16	11	53	47	39	33	25	18
LEINSTER,	34	39	49	57	65	75	22	22	20	16	15	10	44	39	31	27	20	15
MUNSTER,	26	31	40	49	60	72	18	14	14	12	12	8	61	56	46	39	28	20
ULSTER,	30	35	42	50	60	71	30	30	28	28	20	14	40	38	30	27	20	15
CONNAUGHT,	16	21	28	36	47	62	12	13	15	15	15	11	72	66	57	49	38	27

Appendix.

Section II,
N.

APPENDIX N.—COMPULSORY EDUCATION.

Towns, &c., to which compulsory clauses of Education Act of 1892 apply.

RETURN, showing the Population (Census 1891) and the Religious Profession of the Inhabitants of the 120 Boroughs, Towns, and Townships to which Compulsory Education Clauses of the Irish Education Act, 1892, apply.

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protestants.	E.C.	Pres.	Met.	Others.
*†Antrim	1,385	371	1,114	498	492	82	42
Ardee	2,067	1,560	127	123	3	1	—
†Arklow	4,172	3,245	827	727	15	82	—
Armagh	7,438	3,828	3,610	2,285	930	795	85
*†Athlone	6,742	5,231	1,511	1,220	145	147	25
*†Athy	4,886	4,545	321	221	44	42	24
*†Aughnacloy	1,116	467	643	430	183	21	9
Bagninstown	1,920	1,702	218	186	13	6	13
Ballriggeran	2,273	1,985	288	267	5	3	13
Ballina	4,845	4,323	523	399	186	67	10
†Ballinasloe	4,642	4,154	488	373	71	23	3
Ballybay	1,378	856	522	249	215	23	15
*†Ballymena	8,685	1,542	7,043	1,715	4,730	237	49
*†Ballymoney	2,975	710	2,265	673	1,469	25	27
†Ballyshannon	2,471	1,597	924	390	164	42	1
*†Banbridge	4,961	1,115	3,786	1,534	1,434	224	28
*†Bandon	3,488	2,558	919	679	52	151	37
*†Bangor	3,834	277	3,557	1,151	2,064	245	137
Bantry	2,921	2,649	272	214	3	47	1
*†Belfast	255,980	67,378	188,602	75,622	87,284	13,747	15,969
*†Belturbet	1,675	1,368	513	439	42	30	2
*†Blackrock	8,401	5,383	3,018	2,457	113	139	34
Boyle	2,464	2,125	339	217	92	18	12
*†Bray	6,383	5,069	1,329	1,464	293	76	81
†Callan	1,973	1,928	35	24	—	—	1
*†Carlow	6,619	5,745	874	729	47	64	28
*†Carrickfergus	8,923	822	8,104	1,781	4,761	404	1,155
Carrikinacross	1,779	1,560	179	128	24	11	2
*†Carrick-on-Suir	5,606	5,329	79	45	3	1	20
*†Cashel	3,216	3,109	116	112	1	1	1
Castlebar	3,558	3,221	327	225	27	34	1
*†Castleblaney	1,721	1,179	551	240	269	32	19
*†Cavan	2,968	2,223	675	580	69	25	19
*†Clonekilly	3,221	2,775	445	394	21	121	9

* In 68 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 55 cases marked thus (†) School Attendance Committees have been appointed.

Returns, showing the Population (Census 1891), &c.—continued.

Appendix.

Section II,
N.Towns, &c.,
to which compul-
sory
classes of
Education
Act of 1880
apply.

CITY, TOWNS, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protes- tants.	E.C.	Pres.	Meth.	Others
*Clonsilla,	2,062	1,159	873	604	134	117	18
*Clonsilla,	8,480	7,685	995	788	92	66	49
*Clonsilla,	5,104	2,535	2,569	1,631	292	214	142
*Clonsilla,	6,865	1,295	5,550	2,321	2,635	195	399
*Clonsilla,	3,841	1,692	2,149	1,099	985	81	74
*Clonsilla,	1,593	1,171	422	264	92	56	10
*Clonsilla,	75,345	64,561	10,784	8,630	740	867	544
*Clonsilla,	3,107	2,235	902	795	32	83	52
*Clonsilla,	3,132	1,512	1,620	996	389	60	175
Clonsilla,	11,873	10,905	907	653	125	114	14
*Clonsilla,	2,239	450	1,909	935	608	137	234
Clonsilla,	7,624	5,513	2,111	1,509	293	167	183
*Clonsilla,	245,061	201,418	43,643	35,125	3,492	1,708	3,358
Clonsilla,	12,449	10,307	2,142	1,582	403	101	56
Clonsilla,	3,612	1,988	1,624	1,146	514	108	56
*Clonsilla,	5,263	5,141	122	86	2	33	1
*Clonsilla,	5,499	5,127	333	294	95	8	5
*Clonsilla,	5,618	5,123	525	449	40	39	8
*Clonsilla,	5,570	3,945	2,625	2,044	156	283	42
*Clonsilla,	9,469	4,821	1,648	1,379	173	82	14
*Clonsilla,	1,907	1,631	76	75	1	—	—
Clonsilla,	13,800	12,274	1,526	980	267	118	61
*Clonsilla,	1,276	689	757	494	279	20	3
*Clonsilla,	2,215	1,794	419	398	6	18	2
Clonsilla,	1,834	1,730	104	105	1	—	—
*Clonsilla,	3,389	558	2,851	1,142	1,308	194	373
Clonsilla,	1,426	298	428	213	295	1	8
*Clonsilla,	2,427	2,913	214	179	31	1	3
Clonsilla,	11,048	9,605	1,152	1,032	49	50	21
Clonsilla,	5,510	5,268	222	195	11	13	2
*Clonsilla and Ballybrack,	2,649	1,225	894	700	16	1	47
Clonsilla,	4,095	3,901	194	163	4	26	2
*Clonsilla,	17,332	11,749	5,583	4,938	272	135	258
*Clonsilla,	4,605	3,483	1,122	825	51	109	136
*Clonsilla,	4,317	1,219	2,808	528	1,914	153	403
*Clonsilla,	2,320	1,632	688	427	225	7	41
Clonsilla,	2,796	982	1,814	872	814	49	79
Clonsilla,	37,155	32,894	4,261	3,294	315	331	321

* In 68 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 45 cases marked thus (†) School Attendance Committees have been appointed.

Appendix.

Section II.
N.

Towns, &c.
to which
compul-
sory
classes of
Education
Act of 1892
apply.

RETURN, showing the Population (Census 1891), &c.—continued.

Towns, &c.	CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
				Total Protes- tants.	E.C.	Pres.	Metb.	Others.
	*Lisburn,	12,250	2,667	9,583	5,991	3,771	408	123
	*Lisnavea,	1,638	1,438	194	165	24	3	1
	Lisnawel,	3,506	3,428	138	124	11	3	—
	*Londonderry,	33,300	18,340	14,960	6,024	7,045	508	633
	*Longford,	3,837	3,142	695	502	67	52	4
	Loughrea,	2,815	2,743	72	67	—	5	—
	*Lurgan,	11,429	3,886	7,534	4,866	1,704	684	300
	Maaroom,	2,033	2,880	63	51	1	—	1
	*Mallow,	4,366	3,974	392	344	27	13	8
	†Maryborough,	2,860	2,377	482	332	12	95	1
	*Midleton,	3,346	3,069	184	164	9	2	9
	Monaghan,	3,568	2,090	908	690	334	34	17
	*Mountmellick,	2,623	2,160	463	398	43	68	31
	Mullingar,	5,323	4,623	900	778	45	69	3
	*Naas,	3,735	3,236	440	384	41	4	11
	*Navan,	3,963	3,032	511	386	13	3	9
	Nenagh,	4,722	4,401	321	296	19	5	9
	†Newbridge,	3,397	1,963	1,520	864	402	96	27
	†New Kilmahona,	6,519	4,404	2,115	1,875	46	145	49
	†New Ross,	5,867	5,595	322	269	3	28	22
	Newry,	12,961	8,815	4,146	3,144	1,460	304	314
	*Newtownards,	9,197	905	8,292	1,956	5,263	865	263
	*Omagh,	4,630	2,360	1,683	922	561	163	49
	†Parsonstown,	4,513	3,526	787	638	76	60	13
	*Pembroke Township,	24,303	14,515	9,754	7,473	1,229	438	638
	*Portadown,	8,430	1,969	6,441	4,025	1,170	1,304	160
	*Portrush,	1,635	184	1,471	772	530	130	36
	*Queenstown,	9,082	7,338	1,844	1,488	115	29	129
	*Rathkeale,	2,403	1,367	116	83	10	22	1
	Rathmines and Rathgar,	27,790	13,884	13,917	10,736	1,984	801	1,373
	Rosecommon,	1,594	1,806	189	152	17	12	8
	*Rushmore,	3,260	2,716	474	308	17	176	13
	Sligo,	10,574	8,293	1,981	1,299	270	316	197
	*Strabane,	5,043	3,514	1,499	733	662	63	15
	*Tandragee,	1,444	472	1,032	625	211	101	65
	*Templemore,	2,438	2,033	400	360	15	23	2
	*Thurles,	4,511	4,388	119	106	1	9	1
	*Tipperrary,	6,381	5,634	737	628	42	28	9

* In 68 cases marked thus (*) the School Attendance Committees are enforcing the Act.
† In 85 cases marked thus (†) School Attendance Committees have been appointed.

RETURN, showing the Population (Census 1891), &c.—continued.

Appendix.

Section II,
N.Towns, &c.,
to which
com-
pulsory
classes
of Educa-
tion Act
of 1892
apply.

CITY, TOWN, &c.	Total Population.	Roman Catholics.	PROTESTANTS.				
			Total Protes- tants.	R.C.	Pres.	Meth.	Others.
*†Tralee,	9,318	8,338	980	781	48	112	36
Trin,	1,531	1,484	107	88	2	14	3
Tuam,	3,012	2,844	168	164	1	—	3
*†Tullamore,	4,522	4,006	516	339	39	102	6
*†Warrenpoint,	1,970	1,669	301	568	227	79	37
*†Waterford,	20,802	18,810	2,092	1,408	188	193	263
Wexford,	4,070	3,705	365	279	42	29	15
Wexford,	11,545	10,807	738	579	11	114	34
*†Wicklow,	3,273	2,627	646	545	23	66	12
Youghal,	4,317	3,881	436	338	5	60	16
Totals,	1,222,288	896,638	445,730	241,302	147,826	29,329	27,943

* In 68 cases marked thus (*) the School Attendance Committees are enforcing the Act.

† In 85 cases marked thus (†) School Attendance Committees have been appointed.

Appendix.
Section II,
O.

Rules for
administer-
ing the
School
Grant.

O.—SCHOOL GRANT.

RULES for ADMINISTERING The PARLIAMENTARY SCHOOL GRANT
under the 18th Section and 4th Schedule of the IRISH
EDUCATION ACT, 1892 (55 & 56 Vic., ch. 42.)

Compu-
tation of
average rate
for 1891.

1. The average rate of school-fees for the year 1891 is computed by taking the school-fees received during that year for subjects taught either wholly or partly within the ordinary school hours from pupils of over 3 and under 15 years of age, and dividing those fees by the average daily attendance for that year of pupils within those ages.

Cases
where no
School Fees
are charge-
able.

2. In schools where the average rate of school-fees received from children of over 3 and under 15 years of age, *during the year 1891*, was not in excess of six shillings for each child of the number of such children in average attendance, no school-fee is chargeable to any such child for any subjects taught either *wholly or partly* within the ordinary school hours.

Cases
where
School
Fees are
chargeable.

3. School-fees may be charged to pupils of 15 years of age, and upwards.

Fees may also be charged to children under 15 years of age for Extra or Optional Subjects taught *wholly* outside the ordinary school hours; but under no circumstances may fees for Extra or Optional Subjects be charged to such children, even though the instruction is given wholly outside the ordinary school hours, if the payment is to be a condition of admission to the school.

Average
excess fee.

4. In schools where the average rate of school-fees, *during the year 1891*, was in excess of six shillings for each child of the number of children between 3 and 15 years of age, in average daily attendance, fees may be charged to such children; but the total amount of fees shall not be such as to make the average rate of fees for all children in average attendance at the School, exceed for any year the amount of the said excess. Fees for any subjects taught either *wholly or partly* within the ordinary school hours, are held to be school fees for purposes of this Rule, and must be included in determining the average rate charged.

Scales of
fees.

5. In respect of school fees, no scale of fees shall be altered or fixed except with the approval of the Commissioners. And should the application of the scale sanctioned for any school result in the levy of an average fee in excess of the authorized limit, such excess should be refunded to the parents or guardians.

6. All schools brought in connexion as National Schools on or after the 1st January, 1892, shall, if receiving the school grant, be free of school fees for pupils over 3 and under 15 years of age. Appendix.
Section II,
O.

7. Evening schools are excluded from the benefit of the School Grant. New
School
free.
Evening
Schools
excluded.

8. Payment shall be made subject to the existing Rules and Regulations of the Commissioners in respect to average daily attendance of pupils, as provided in the First Clause of the Fourth Schedule, viz. :—

(a.) In augmenting by 20 per centum the existing rate of class salaries of teachers and of salaries of assistant teachers, and

(b.) In augmenting by three shillings and six pence the Capitation Grant to schools receiving such grants and not having teachers paid by class salaries; the latter augmentation to be an augmentation of the ordinary Capitation Grants, as computed under the Rules of the Commissioners existing at the time of the passing of the Act, in respect to average daily attendance. Increase of
Salary and
Capitation.

9 (a.) The Bonuses for Assistants under the Second Clause of the Fourth Schedule are to be annually granted to all Assistants of five years' standing or over who are classed higher than third class : Assistants'
Bonuses.

(b.) In case of interrupted service as assistant, if the period of interruption he spent as Principal Teacher, such service may count for bonus :

(c.) The average daily attendance in respect to this clause to be computed on the basis defined in the foregoing Rule 8.

10 (a.) Schools that have an average daily attendance of twenty and under thirty pupils over 3 and under 15 years of age, are recognised and aided, under the Third Clause of the Fourth Schedule, as Schools entitled to third class salary, &c., and to the benefits of the Commissioners' Rule 204. Schools
between
20 and 30.

(b.) Where the average attendance of children of over 3 and under 15 years of age is under twenty, a school, if recognised, receives a Modified Grant, computed according to the Rules as to average attendance existing at the time of the passing of the Act. Modified
Grant
Schools,
where
under 20.

11. The payment of the Residue under the Fourth Clause of the Fourth Schedule is to be made on the average daily attendance, computed on attendances of pupils over 3 and under 15 years of age. Residual
Capitation
Grant.

12. The Unit of Distribution of the Residue shall be found by dividing the estimated Residue as nearly as possible by the aggregate average daily attendance of pupils over 3 and under 15 years at schools receiving the School Grants. Should payment of the entire amount of the Residue accruing for any year not be completely effected on the issue of the fourth quarterly payment to the Teachers out of such Residue, the Commissioners may sanction a supplemental payment within the limit of the unexpended balance of the Residue, so as to distribute the balance as nearly as possible in proportion to the number of children in average daily attendance. Fractions of a penny to be omitted. Mode of
payment of
Residual
Capitation
Grant.

- Appendix.* 13. The average daily attendance at the schools receiving the School Grant shall, for the purposes of the residual Capitation Grant, be the average daily attendance for the periods to which the payments respectively relate.
- Section II.* 14. All agreements regulating the distribution of the Residual Capitation Grant shall be subject to the approval of the Commissioners.
- G.*
- Average for Residual Capitation Grant.* 15. (a.) The twenty per cent. increase under the First Clause of the Fourth Schedule shall be computed on the class-salary portion of the salaries of Principals and Assistants of Model and Practising Schools.
- Allocation of Residual Capitation Grant.* (b.) The Bonuses, under the Second Clause of the Fourth Schedule, shall be annually granted to all Assistants in such schools of five years' service and over.
- Model and Practising Schools.* (c.) The general Rules determining the average rate of excess fee, if any, shall be applied in the case of these schools.
- (d.) The school-fees of Model Schools are to be distributed, and the Residual Grant is to be allocated, each on a basis specially determined by the Commissioners.
- Existing Rules applicable to School Grant.* 16. The provisions of Rules 102 (f.) and (h.); 204; 205; 210 (a.) and (b.); and 212 (a.) and (d.), shall apply, *mutatis mutandis*, to all payments made under the Act out of the School Grant.

RULES referred to at SECTION 16 above.

(Grants made according to the average daily attendance).

Rule 102 (f.) When the average attendance exceeds an integer by a fraction of at least .5, the latter will count as a unit. Thus 29.5 will count as 30.

Rule 102 (h.) The number of pupils present must be recorded every day in the Roll Book and Report Book, but when, owing to severity of weather or other exceptional cause, the number of pupils in attendance on any day or days is under one-third of the average attendance for the month in which the day or days occur, the attendance of such day or days may until further notice be excluded from the calculation of the annual average. The cause of such exclusion in each case should be recorded in the Daily Report Book. Excluded days cannot be counted as part of the required minimum of 200 days.

Rule 204 (a.) First class salary will not be paid unless the school in which the teacher is employed maintains an annual average daily attendance of at least 35 pupils. Similarly, second class salary will not be paid unless the school maintains an annual average daily attendance of at least 30 pupils; and third class salary will not be paid unless the school maintains an annual average daily attendance of at least 20 pupils over 3 and under 15 years of age.

(b.) Provided, however, that where the average daily attendance falls below the prescribed minimum number as aforesaid for the twelve months ended on the 31st March, 30th June, 30th September, or 31st December, as the case may be, no deduction of salary

will be made unless the fall also appear for the annual period ended on the quarter day next following, after which the salary as aforesaid will not be paid unless there is satisfactory evidence that the reduction of the average was due to temporary and exceptional causes. But as soon as there is satisfactory evidence that the reduction of the average below 20 (pupils of 3 to 15 years of age) was due to permanent causes, then :—

- (1.) The school will be either suspended or struck off the Roll of National Schools as unnecessary ; or
 - (2.) It will be placed in the category of Modified Grant Schools, and dealt with as subject to the provisions of Rules 96 and 212.
- (a.) A first class teacher will not be entitled to retain his class salary unless the school he has charge of is such as in the judgment of the Commissioners, warrants the employment of a first class teacher, and is efficiently conducted.

Rule 205. In Convent and Monastery National Schools paid by merit Capitation Grant, should the average attendance for the twelve months ended as above (see Rule 204) be reduced, owing to epidemic or other exceptional cause, the merit Capitation Grant will be calculated on the average attendance for the twelve months period preceding that in which the exceptional cause began to operate.

Rule 210 (a.) In cases where schools having the services of Assistants or Workmistresses fail to command the requisite average attendance, managers must be prepared for the withdrawal of salary from the close of the second twelve months period ended as above (see Rule 204) in which the falling off appears, unless (b.) there is satisfactory evidence that the reduction of the average attendance was due to temporary and exceptional causes, in which case salary may be continued.

SCHOOLS RECEIVING MODIFIED GRANTS—(AVERAGE UNDER 20.)

Rule 212 (a.) When a school aided under this Rule attains to an average attendance of 20 pupils or above (over 3 and under 15 years of age) for twelve months period as above (see Rule 204), salary to Teacher may be paid as in ordinary schools for such period only.

Rule 212 (d.) Should the attendance be reduced, owing to epidemic or other exceptional cause, the payment will be determined by the average attendance for the twelve months period ended as above (see Rule 204), preceding that in which the exceptional cause began to operate.

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APPENDIX
TO THE
SIXTY-SIXTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1899-1900.

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1900.

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QUESTIONS PROPOSED AT EXAMINATIONS OF
TEACHERS AND QUEEN'S SCHOLARS HELD IN
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FOR TRAINING HELD AT EASTER, 1899.

Appendix,
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I.
Examination
Questions.
Male
and Female
Teachers.
A¹ Papers.
Old Pro-
gramme.

I.—QUESTIONS set to CANDIDATES for First Division of
First Class.

Old Programme.

METHODS, ORGANIZATION, SCHOOL ACCOUNTS,
COMMISSIONERS' RULES.—60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. HUGHES, District Inspector.

1. "It is a law that a power or faculty is strengthened by reasonable exercise." Give, at length, the methods you adopt in your teaching to provide exercise for the following faculties:—Memory, Reasoning, Imagination.

2. With what Kindergarten gift does purely technical education begin? In this and all succeeding gifts on what does the value of the work mainly depend? Explain fully.

3. Into what two groups may the different subjects of the programme be divided? Place the subjects taught in your school in one or both, and give your reasons for so doing.

4. Write out notes of a lesson for a monitor on the following passage:—

But most by numbers judge a poet's song,
And smooth or rough with them is right or wrong:
In the bright Muse, though thousand charms conspire
Her voice is all these tuneful fools admire;
Who haunt Parnassus but to please their ear,
Not mend their minds; as some to church repair
Not for the doctrine, but the music there.

Appendix.
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gramme

5. "Discipline that is overstrained defeats its own object." Show that this is true, not only in regard to ordinary school work, but also in regard to the yearly examination.

6. Enumerate four mental faculties that are being trained when a child learns well and resolutely his Home Lessons. What errors should a teacher guard against in setting lessons for this purpose?

7. "Euclid is a subject that cannot be crammed." Show clearly why this is true, and give the principal points to be attended to in the intelligent teaching of this subject.

8. Draw a plan of a room 40 x 20 feet, showing how it should be furnished for an average attendance of 80 pupils, with an assistant and a monitor. Give a Time Table suitable for a mixed school taught in this room by a male principal and a female assistant.

9. "Composition should be taught systematically and persistently." Give the system from its earliest stages recommended in the Manual.

10. With reference to the following passage, give the outline of a grammar lesson which would illustrate the mutual help of instruction in grammar and in intelligent reading:—

Heaven from all creatures hides the book of fate,
All but the page prescribed, their present state;
From brutes what men, from men what spirits know,
Or who could suffer being here below.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. DEWAR, Head Inspector.

Mr. KEITH, District Inspector.

Write:—

- (a.) as a headline in large hand,
- (b.) as a headline in small hand,
- (c.) and (d.) in a neat legible hand.

(a.) Now joy, old England, raise!

(b.) Their shots along the deep proudly shone.

(c.) "Come hither, hither, my staunch yeoman,

Why do'st thou look so pale?

Or do'st thou dread a French foeman?

Or shiver at the gale?"

"Deem'st thou I tremble for my life?

Sir Childe, I'm not so weak;

But thinking on an absent wife

Will blanch a faithful cheek."

(d.) This was not to be. Yet the place of interment was not ill chosen. Behind the chancel of the parish church of Daylesford, in earth which already held the bones of many chiefs of the house of Hastings, was laid the coffin of the greatest man who has ever borne that ancient and widely extended name. On that very spot, probably, fourscore years before, the little Warren, meanly clad and scantily fed, had played with the children of ploughmen.—LORD MACAULAY.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Appendix,
Section III.,
I.
Examination
Questions
Male
and Female
Teachers.
A' Papers
Old Pro-
gramme

Dr. MORAN, Head Inspector.

Dr. BEATTY, District Inspector.

1. So thick a drop serene hath quenched their orbs
Or dim suffusion veiled. Yet not the more
Cease I to wander, where the muses haunt
Clear spring, or shady grove, or sunny hill,
Smit with the love of sacred song; but chief
Thee, Sion, and the flow'ry brooks beneath
That wash thy hallowed feet, and warbling flow,
Nightly I visit: nor sometimes forget
Those other two equalled with me in fate
So were I equalled with them in renown,
Blind Thamyris and blind Mæonides,
And Tiresias and Phineus, prophets old.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, a word substituted for it.)

2. Give a complete analysis of the following sentence:—

For I have cherished them as dear,
Because they yet may meet thine eye,
And guide thy soul to mine even here,
When thou behold'st them drooping nigh,
And know'st them gathered by the Rhine,
And offered from my heart to thine!

3. Correct (giving reasons) or justify each of the following expressions:—

- (a.) Munster has six counties, of which Cork is much the larger.
(b.) Having fallen asleep, the train carried me beyond my station.
(c.) Man never is but always to be blest.
(d.) What is that he gave you?

4. Set forth the various views which have been held as to the number and classification of the Parts of Speech.

5. How far does the figure of speech called Personification follow any fixed rule in the choice of gender?

6. Trace the derivation of each of the following words:—*heyday*, *thimble*, *but*, *bye-laws*, *recipe*, *mob*.

7. Discuss fully the construction of each of the following sentences:—

- (a.) The side A, with the sides B and C, compose the triangle.
(b.) Why is dust and ashes proud?

Appendix.

Section III.

I.

Examination Questions.

Note and Female Teachers.

A¹ Papers.

Old Programme.

8. Classify, with examples, the cases in which *that* is employed in preference to *who* or *which*.

9. State what you know of (1) "The Revival of Learning"; (2) Geoffrey Chaucer.

10. Mark clearly the accented syllables in each of the following lines and name the measure in each case:—

(a.) As ye sweep through the deep.

(b.) So sleeps the pride of former days.

(c.) Light among the vanished ages.

(d.) The sun went down nor ceased the carnage there.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. MORAN, Head Inspector.

Mr. MURPHY, District Inspector.

1. Draw a map of Hindostan and Further India, marking in their natural boundaries and neighbouring States, and showing the position of the important frontier towns of Afghanistan.

2. Mark out, on the map supplied to you, the Dominion of Canada, showing in detail the general drainage system of the country and the principal industrial and commercial towns.

3. Give an account of the chief metal-producing mountains of Europe.

4. Draw as neatly as possible suitable diagrams for blackboard illustration of:—

(a.) The production of the two monthly spring tides.

(b.) The cause of the earth's annual motion.

(c.) The production of calm belts.

Add concise explanatory notes.

5. Describe the system of ocean currents met with in the North Pacific Ocean.

6. What kindred exists between (a) the Irish Celt, (b) the Japanese, (c) the New Zealander, and the inhabitants of other parts of the globe?

7. Enumerate the vast foreign possessions, insular and continental, once held by Spain. In what did their wealth consist, and what were their commercial facilities?

8. Compare the Flora and Fauna of the tropical and the temperate regions.

9. Write a short essay on the growth of our South African and Australian Colonies, with special reference to their comparative industrial and commercial value, and their expansive capacity.

10. Draw up concise notes for a class-lesson on the causes affecting—

(a.) Climate.

(b.) The character of rivers.

ARITHMETIC.—100 Marks.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAN, Head Inspector.

Mr. McENERY, District Inspector.

1. Evaluate $\sqrt{\frac{3 \log 1728}{1 + \frac{1}{2} \log 36 + \frac{1}{3} \log 8}}$

2. Reduce 37·22916 from the scale of 10 to the scale of 12, and explain the reason of the process fully as you would to a class of pupils.

3. A person holding a bill, due 30 days hence, discounts it without the usual 3 days of grace at $4\frac{1}{2}$ per cent. per annum (true discount), and invests the proceeds at 5 per cent. interest per annum, thereby gaining 11s. 3d. in the 30 days. Find the amount for which the bill was drawn.

4. A man invests two sums of money, one in 5 per cent. stock at 125, and the other in $4\frac{1}{2}$ per cent. stock at 108. If he had reversed the sums so invested his income would be 30s. more; and had the prices of the stock been 5 per cent. and 9 per cent. respectively lower than they were, the two sums would have yielded the same income. What were the sums?

5. What is the present worth of a perpetual annuity of £20, payable at the end of the first year, £30 at the end of the second year, £40 at the end of the third year, and so on, increasing £10 each year, interest being taken at 5 per cent. per annum?

6. Expand $\sqrt[4]{41}$ into a continued fraction. Find the first four convergents, and the value of the surd to three decimal places.

7. If the price of barley be 48s. per qr., and the cost of malting a bushel of barley be $4\frac{1}{2}$ d., how much malt is made from 1,242 qrs. of barley, when the maltster, after paying a tax of 3s. $1\frac{1}{2}$ d. per bushel of malt, makes 5 per cent. on his whole outlay by selling malt at 9s. 9d. per bushel?

8. Explain Horner's method of extracting roots. When $n + 2$ figures of a cube root have been found, show how the remaining n figures may be obtained without going through the ordinary process—the entire number containing $2n + 2$ figures.

9. A job can be finished in 25 days by 30 men; at the end of each week (consisting of 6 days) 5 men are withdrawn until only 5 men are left; how many weeks must the last 5 men work by themselves to finish the job?

10. A glass vessel was filled with pure spirit, density ·794, and after a certain quantity had been taken out and replaced by water the density was ·8146. Four ounces of the mixture were then taken out and replaced by water, and the density became ·8517; required the amount of spirit taken out and the contents of the vessel. The density of water is 1.

Appendix.

Section III.

I.

Examination Questions.

Female Teachers.

A' Papers.

One Programme.

ARITHMETIC.—100 Marks.

FEMALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. State and prove the rule for finding the value of a mixed periodical decimal.

2. Reduce to a single decimal the expression—

$$\left(\frac{.04275}{3.05} \times \frac{4.216}{.342} \times \frac{.27}{1.5318} \right) + 2.$$

3. If I borrow money at 3 per cent., payable yearly, and lend it out immediately at 5 per cent., payable half-yearly, at compound interest, and gain thereby at the end of the year £660, what was the sum I borrowed?

4. My income is derived from £10,000 stock in the $3\frac{1}{2}$ per cent. which are at 80. How much must I sell out in order that after the reinvestment of the proceeds in the 4 per cents at 120 my income may be £12 10s. greater than formerly?

5. The true discount on a bill is to the false discount as 10 : 11, and the sum of both discounts is £105. What is the amount of the bill?

6. If the ratio of threepenny to fourpenny pieces in a given sum which consists entirely of these coins were altered from 3 : 7 to 7 : 3 the sum would be diminished by £20. Find the sum.

7. A man bought 80 lbs. of tea, some at 2s. a lb. and some at 3s. a lb.; selling the whole at 3s. a lb. he will gain 10s. more than if he added 6d. per lb. to the price of each. How much of each did he buy?

8. If the hands of a clock coincide every sixty-six minutes, how much does the clock gain or lose in a day?

9. I have to be at a certain place at a certain time, and find that if I walk at the rate of 4 miles per hour I shall be 5 minutes too late, if at the rate of 5 miles per hour I shall be 10 minutes too soon. How far have I to go?

10. A cistern can be filled by one of two pipes in 30 minutes, and by the other in 36 minutes. They are both opened together for a certain time, but, being partially clogged, only $\frac{2}{3}$ of the full quantity of water flows through the former, and only $\frac{2}{3}$ through the latter. The obstructions, however, being suddenly removed, the cistern is filled in $15\frac{1}{2}$ minutes from that moment. How long was it before the full flow of water began?

HISTORY.—40 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being assigned to each.*

Mr. DEWAR, Head Inspector.

Mr. SEMPLE, District Inspector.

(Dates are to be given where necessary).

1. What feudal claims of the king were limited by Magna Charta? What was the right of purveyance?
2. Relate the history of Spain from the breaking up of the Roman Empire till the reign of Ferdinand and Isabella.
3. How did Egypt come to be ruled by a Greek dynasty? Name the first and the last sovereign of the line, and the people by whom it was overthrown.
4. What part did Russia take in the wars with Napoleon?
5. Give a short account of the great civil war in England.
6. Sketch the history of Greece after it became a Roman Province.
7. What was the political condition of Switzerland during the Middle Ages? Account for its dependence on the House of Austria.
8. How did the sovereignty of Prussia pass to Poland? What ruler compelled Poland to declare Prussia independent?
9. State what you know of Semiramis and Xerxes.
10. To what regions did the commercial enterprise of the Phœnicians extend? What was their most distinguished colony?

ENGLISH LITERATURE.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Mr. MCALISTER, District Inspector.

1. In what year was the play of Richard III. first printed? What evidence is there of the date of its composition?
2. Quote the lines in which Queen Elizabeth calls upon the Tower to take pity on her children.
3. Comment upon the words italicised:—
 - (a.) We are the queen's *objects*.
 - (b.) Whilst I awhile *obsequiously* lament.
 - (c.) But you must trouble him with *level* complaints.
 - (d.) A *parlous* boy; go to, you are too *shrewd*.
 - (e.) My son George Stanley is *frank'd* up in hold.

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4. "O, no, my dream was lengthen'd after life;
O, then began the tempest of my soul."
Quote the remainder of the dream of Clarence.

5. Coleridge says, "Pride of intellect is the characteristic of Richard III." Consider the truth of this remark, and support your opinion by quotations from the play.

6. Explain clearly under what circumstances Richard spoke the following:—

- (a.) "I think there be six Richmonds in the field."
(b.) "Out on you, owls! nothing but songs of death."
(c.) "And she shall be solo victress, Caesar's Caesar."
(d.) "I am not in the giving vein to day."
(e.) "I thank my God for my humility."
(f.) "To royalize his blood I spilt my own."

7. Quote or give the substance of King Edward's soliloquy upon the death of Clarence.

8. Write explanatory notes upon:—

- (a.) "Then the king
Had virtuous uncles to protect his grace."
(b.) "Your airy buildeth in our airy's nest."
(c.) "For we to-morrow hold divided councils."
(d.) "I want more uncles here to welcome me."

9. What references to Richmond occur before his appearance on the stage?

10. "Tut I can counterfeit the great tragedian." In what context does Buckingham use these words? Quote the remainder of the speech.

ENGLISH LITERATURE.—Shakespeare, King John.—
60 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

MR. SULLIVAN, Head Inspector.

MR. NICHOLLS, District Inspector.

1. What facts and incidents in the play of "King John" may be regarded as historical?

2. Write, in your own words, the substance of Falconbridge's soliloquy on being knighted.

3. Annotate the following lines:—

- "Colbrand the giant—that same mighty man."
"Great Alcides' shows upon an ass."
"Do like the mutines of Jerusalem."

4. Point out the principal anachronisms in the play.

5. Quote King John's speech, beginning "It is the curse of Kings," and refer to a passage in the play proving John's guilt in this matter.

6. How are the following words pronounced by Shakespeare:—Rome, aspect, canonized, contrary, conjure, persever? Give reasons in support of your answer.

7. Write notes explanatory of the following words and phrases :— *Appendix.*
 "wall-eyed," "scroyles," "beldame," "convicted sail," "king'd of our *Section III.*
 fears," "imprisoned angels." *I.*

8. Paraphrase and explain the passage :—

"Commodity, the bias of the world,
 "The world, who of itself is peised well,
 "Made to run even upon even ground
 "Till this advantage, this commodity,
 "Makes it take head from all indifferency."

*Exami-
 nation
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 grammes.*

9. Describe the action of the play in Acts 2 and 3.

10. Give your estimate of the character of Falconbridge, illustrating your statement by quotations.

ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—Only one subject to be attempted.

Mr. EARDLEY, Head Inspector.

Mr. McNEILL, District Inspector.

1. Landscape and Seascape.
2. "Knowledge comes but Wisdom lingers."
3. The Responsibilities of Riches.

GEOMETRY AND MENSURATION.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted, of which one and not more than two must be taken from Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each.

In Geometry, only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. Construct an equilateral triangle equal to a given square.
2. Describe a circle passing through a given point, and touching a given circle and a given straight line.
3. Give Euclid's definitions of *Proportion*, *Triplicate Ratio*, *Mean Proportional*, and *Reciprocal Ratio*; and explain the use of the term *ex aequali* in the fifth book.
4. ABCD are the angular points taken in order of a non-cyclic quadrilateral. Prove that the three rectangles AB.CD, BC.AD, AC.BD are proportional to the three sides of a triangle which has an angle equal to the sum of a pair of opposite angles of the quadrilateral.

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5. Prove that the circle which passes through the middle points of the sides of a triangle also passes through the feet of the perpendiculars, and through the middle points of the lines joining the point where the perpendiculars intersect to the vertices.

6. Prove that the square of the side of a pentagon inscribed in a circle exceeds the square of the side of a decagon inscribed in the same circle by the square of the radius.

7. Prove that if the angles of a triangle be bisected externally, the external triangles formed on the sides of the original triangle are equiangular.

SECTION B.

8. The volume of a segment of a sphere is $2,078\frac{1}{2}\frac{2}{7}$ cubic feet and its height is 8 feet. Find the radius of the sphere from which it was taken. ($\pi = 3\frac{1}{7}$.)

9. The ends of the frustum of a pyramid are regular hexagons, the lengths of the sides being 8 feet and 10 feet respectively; the height of the frustum is 12 feet. Find the volumes of the two pieces obtained by cutting the frustum by a plane parallel to the ends and midway between them.

10. Prove that the volume of a sphere is $\frac{4}{3} \pi r^3$, where r is the radius of the sphere.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. MCCLINTOCK, District Inspector.

1. A person lends £1,400 in two portions, for a year, at different rates of interest, so that the two portions produce equal returns. If the first portion had been lent at the rate of interest for the second it would have produced £18, and if the second portion had been lent at the rate of interest for the first it would have produced £32. Find the rates of interest.

2. Reduce to its simplest form—

$$(a+x+\sqrt{2ax+x^2})^4 - (a+x-\sqrt{2ax+x^2})^4.$$

3. If the p^{th} , q^{th} , r^{th} , s^{th} terms of an Arithmetical Progression be in Geometrical Progression, prove that $p-q$, $q-r$, $r-s$ are in Geometrical Progression.

4. If α and β are the roots of the equation $x^2+x+c=0$, find the value of—

$$\alpha^2(\alpha^2\beta^{-1}-\beta)+\beta^2(\beta^2\alpha^{-1}-\alpha).$$

5. Extract the square root of—

$$x^4y^4+2x^3y^4-4x^2y^3+4y^3+y^2-4y^2,$$

and the cube root of—

$$x^3-3x^2y+6x^2y^2-12x^2y+12x^2-y^3+6y^2-12y+8.$$

6. Solve fully the following equation—

$$3x^6 + 8x^4 - 8x^2 = 3.$$

7. If
- x
- be a real quantity, determine the limits of value between which the expression—

$$\frac{2x^2 + 6x + 3}{2x + 1}$$

must lie.

8. Resolve each of the following expressions into four factors—

$$(1.) 9a^2(x^2 + 12ab^2) - (4b^2x^2 + 243a^2).$$

$$(2.) (1+y)^2 - 2x^2(1+y^2) + (1-y)^2x^4.$$

9. Given
- $x = \frac{1}{2}(\sqrt{-3} - 1)$
- , prove that—

$$(1-x)(1-x^2)(1-x^4)(1-x^8) = 9.$$

10. Solve the equations—

$$2x^2 + 4xy + 3y^2 = 249,$$

$$3y^2 + xy - x^2 = 159.$$

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PLANE TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. CROMIE, District Inspector.

1. Express the area of a triangle in terms of the radius of the circumscribing circle and the sines of the angles of the triangle.

2. If the angle C of the triangle ABC is right, and if
- $\frac{\sin^2 A}{p^2} + \frac{\sin^2 B}{p^2} = a$
- constant (
- p
- being the perpendicular from C on AB), show that AB touches a given circle.

3. Solve the equation—

$$\cos 3x + \sin 3x = \frac{1}{\sqrt{2}}.$$

4. Given two sides of a triangle and the included angle obtain an expression for the value of the third side in a form suited for logarithmic computation.

5. If
- $\sin(\pi \cos \theta) = \cos(\pi \sin \theta)$
- then
- $\sin 2\theta = \pm \frac{3}{4}$
- . Prove.

6. Prove that the number of seconds in an angle
- $= \frac{\theta}{\sin 1''}$
- where
- θ
- is the circular measure of the angle.

7. A lighthouse is visible at the distance of 30 miles; find its height over the level of the sea (radius of earth being 3,963 miles)

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8. If the angles at the base of a triangle are $23\frac{1}{2}^\circ$ and $112\frac{1}{2}^\circ$, show that the base is double the perpendicular height of the triangle.

9. From the top of a hill the angle of depression of a point on the horizontal plane below is α ; halfway down the hill the angle of depression of the same point is β ; find the slope of the hill.

10. If the angles of a triangle are in the ratio 1 : 2 : 7, show that the ratio of the greatest side to the least is $\sqrt{5} + 1 : \sqrt{5} - 1$.

MECHANICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. STRONG, Head Inspector.

Mr. DALTON, District Inspector.

1. Define *moment*; and prove that the moment of the resultant of a set of forces in one plane round a given point in the plane is equal to the algebraic sum of the moments of the forces round the same point.

2. What are the requisites of a good balance?

Show how to determine the angle which the beam of a uniform balance makes with the horizon when unequal weights are placed in the scales, the weight of the balance being known and also the position of its fulcrum.

3. Describe the different systems of pulleys.

Find the relation between the power and the resistance in the system of pulleys where each string is attached to the weight.

4. State the laws of friction.

Prove that the mechanical advantage of a rough screw is given by $\frac{2\pi r - \mu x}{x + 2\pi r \mu}$, where x is the distance between the threads, μ the coefficient of friction, and r the radius of the cylinder, the power being applied horizontally at the surface of the screw, the axis of which is perpendicular.

5. From a solid homogeneous sphere a spherical portion touching the surface is removed, find the centre of gravity of the remainder; and also the limiting position of the centre of gravity when the radius of the internal sphere is equal to that of the original sphere.

6. Being given the angle of projection and the initial velocity, determine the range of a projectile on a horizontal plane situated at a given height above the point of projection.

7. State Newton's three laws, and deduce from them:—

(a.) An enunciation of the principle of inertia

(b.) A definition and a measure of force.

8. Two perfectly elastic balls, one of which has three times the mass of the other, meet directly with equal velocities. Find the velocity of the larger ball after impact. Appendix.
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9. (a.) Define *energy*; and show that when work is done on a body the sum of the kinetic and potential energies is constant. Examination
Questions.

(b.) Distinguish between the units of work in general use. Note
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10. What is meant by *angular velocity*?

A stone weighing 1 lb. is tied to one end of a string 4 feet long, the other end being held in the hand, and the stone is whirled in a horizontal circle; if the string can just bear a tension of 2 lbs., with what velocity is the stone moving when the string breaks? A¹ Papers.
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HYDROSTATICS AND HYDRAULICS.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. STRONGE, Head Inspector.

Mr. DALTON, District Inspector.

1. How is fluid pressure measured? A triangular area is immersed in a fluid, and it is found that if a straight line be drawn parallel to the base and at a distance d from the vertex, the pressure on the upper of the two portions into which it divides the triangle is $p d^2$. Find the pressure at the vertex.

2. The specific gravity of a mixture of equal volumes of two substances is α , and that of a mixture of equal weights of the same substances is γ ; find the specific gravities of the two substances.

3. Distinguish between *whole pressure* and *resultant pressure*. Determine the position of the centre of pressure of a parallelogram one of whose sides is in the surface of the fluid.

4. A hollow cone whose axis is vertical and base downwards is filled with equal volumes of two liquids whose densities are in the ratio of 3:1; prove that the pressure at a point in the base is $(3 - \sqrt[3]{4})$ times as great as when the vessel is filled with the lighter liquid.

5. Describe the aneroid barometer. A weight suspended by a string from a fixed point is partially immersed in water; will the tension of the string be increased or diminished as the barometer rises? Explain.

6. Describe the common hydrometer. If a piece of metal weigh in vacuum 200 grains more than in water, and 160 grains more than in spirit, what is the specific gravity of the spirit?

7. Describe the construction and action of the condenser, and find an expression for the density of the air after n descents of the piston.

8. Prove that, friction being neglected and the height of the liquid remaining constant, the velocity of efflux through a small orifice in the bottom of a vessel is given by $V = \sqrt{2gh}$.

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9. State the laws of capillarity. Show how the forces which act on the surface of a liquid in a capillary tube, and the form of the surface, are determined by the nature of the liquid and of the solid tube.

10. State the laws of the mixture of gases. Volumes V_1 and V_2 of two gases, at pressures respectively p_1 and p_2 , are mixed together in a vessel of volume V , find the pressure of the mixture.

HEAT AND THE STEAM ENGINE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Dr. HEADEN, District Inspector.

1. What is hygrometry? State the principle of the *absorption hygrometer*, and describe the construction of any one form of this instrument.

2. Define specific heat. Four pounds of copper filings at 130° are placed in 20 lbs. of water at 20° , the temperature of which is raised 2° thereby. Find the specific heat of copper.

3. What is meant by the *thermo-dynamic efficiency* of a steam engine? How is it measured, and what are its limits? If in a perfect steam engine heat is taken in at 144° and given out at 36° , what is the greatest theoretical useful effect?

4. What is radiant heat? Specify the causes which modify its intensity, and enumerate the laws of radiation.

5. At the temperature zero a solid is immersed $\frac{975}{1000}$ of its total volume in alcohol. At the temperature 25° the solid is wholly immersed. The coefficient of expansion of the solid being $\frac{1}{1000000}$, required the coefficient of expansion of the alcohol.

6. How are the melting point of ice and the boiling point of water affected by atmospheric pressure? Explain the reason, and state in what respect water differs from most other substances in regard to either phenomenon.

7. Describe three experiments illustrating the fall of temperature due to evaporation. State the principle on which the general result depends.

8. A pound of ice at 3° C is subjected to heat until it is converted into a pound of steam at 120° C. Describe the changes which occur during the process, and calculate the number of thermal units required.

9. A volume of 60 cubic feet of air under a pressure of 29 inches of mercury and at a temperature of 15° C is heated to a temperature of 100° C and the pressure is increased to 30 inches; find the resulting volume.

10. Define horse power. An engine with cylinder 16 inches in diameter and 24 inches stroke makes 50 double strokes per minute with a pressure of 52 lbs. per square inch. Calculate the horse power.

LIGHT AND SOUND.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. FITZPATRICK, District Inspector.

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1. Describe a method of ascertaining the velocity of sound in a gas.

The density of oxygen is 16 times that of hydrogen, temperature and pressure being the same. Compare the velocity of sound in oxygen with its velocity in hydrogen under the same conditions.

2. Explain fully what is meant by "amplitude" and "length" of a sound wave.

Find the length of the sound waves produced by the note G (sol), when the fundamental note C (do) vibrates 256 times in a second, the temperature of the air being 15° C.

3. Explain what is meant by "interference" of sound waves, and show that two notes beat at a rate which is the difference of their rates of vibration.

"The blending of two sounds may produce silence:" describe an experiment illustrating this statement.

4. Two wires of equal diameter, one of platinum, specific gravity 22, the other of iron, specific gravity 7·8, are stretched by equal weights and are found when put in vibration to yield the same note. Compare their lengths.

5. If, while an open organ pipe is sounding, I cover the open end with my hand the pitch of the note changes; describe the change of pitch which takes place and explain the physical cause.

A tuning fork vibrates 545 times in a second: find the length of a closed organ pipe which sounds in unison with the note of the fork, the temperature of the air being 15° C., and the length of the pipe being great in proportion to its diameter.

6. Describe how to polarise light. What is meant by the polarising angle of a substance?

7. Describe how the refractive index of a liquid is determined.

The refractive indices of glass and water are 1·5 and 1·333 respectively: in the case of which of these substances is the critical angle the greater? Illustrate your answer by a diagram.

8. A short-sighted person who can see most distinctly at a distance of 6 inches from his eye, wishes to see an object 5 feet off. What sort of lens should he use, and what must be its focal length? Prove your answer with the aid of a diagram.

9. A concave lens whose focal length is 12 inches is placed on the axis of a concave mirror at 6 inches distance from the mirror. A small object is so placed that light from it passes through the lens, is reflected from the mirror, again passes through the lens and forms an inverted image coincident with the object itself. Where must the object be placed?

10. Describe fully any method of determining the velocity of light. How is the velocity of light in water found?

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MAGNETISM AND ELECTRICITY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each. Suitable diagrams to be drawn where necessary.*

Mr. EARDLEY, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

1. Describe the Prismatic Compass. Explain how it is used, and state how it differs from the Mariner's Compass.
2. From what circumstances is the magnetism of the earth inferred, and how has it been explained?
3. Investigate a method of measuring the horizontal component of the earth's magnetism, and show how from that component may be calculated its total intensity.
4. Describe and explain any experiment by which the velocity of electricity may be approximately determined.
5. Show that in a charged conductor the electrical charges reside on the outer surface; and illustrate the effect, on its distribution, of the shape of the conductor.
6. Describe, with the aid of a diagram, the construction of a cell of Grove's Battery; state the chemical and electrical actions that take place when the cell is at work; and mention the essential differences between this cell and Bunsen's.
7. Explain fully any method by which the position of a fault in a telegraphic wire may be ascertained.
8. The potential at a point 10 c.m. from the centre of a charged sphere of 5 c.m. radius is I.C.G.S. unit; find the energy of the charge on the sphere.
9. Give a description of the Galvanometer, and explain its use.
10. What is a Dynamo? Describe fully any one form.

AGRICULTURAL CHEMISTRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. EARDLEY, Head Inspector.

Mr. CHAMBERS, District Inspector.

1. What changes occur in the chemical composition of fodder crops according to the time of cutting? Illustrate your answer by a consideration of meadow grass.
2. Upon what elementary substance does the value of nitrate of soda as a manure depend? What are the effects of a top-dressing of this manure upon a growing crop of wheat? When and in what quantities should it be applied?

3. Name the *three* most important chemical substances that constitute fertility in a soil, and state the proportions in which they exist in soils. *Appendix Section III. I.*
4. How is plant growth influenced (a) favourably, and (b) unfavourably by water in and upon a soil? *Examination Questions.*
5. State how a cow should be fed to cause her to produce (a) the largest possible quantity of milk, (b) milk particularly rich in butter. *Male Teachers.*
6. What circumstances determine the condition and the time at which farmyard manure should be applied to a soil? *A¹ Papers.*
7. State the *natural* sources from which the soil obtains its nitrogen. *Old Programme.*
8. State the animal substances in which fluorine occur. How may its presence be detected?
9. To what substances do soils owe their red, ochrey colour? Illustrate by an example the effect of this substance on plant life.
10. What course of treatment favours the production of fat on a full-grown animal?

SPHERICAL TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. CROMIE, District Inspector.

1. Prove that in the spherical triangle ABC—

$$\sin \alpha = \frac{2}{\sin B \sin C} \sqrt{-\cos S \cos (S-A) \cos (S-B) \cos (S-C)},$$

and show that the expression under the radical is positive.

2. In a spherical triangle show that $A + B$ is greater than, equal to, or less than π , according as $a + b$ is greater than, equal to, or less than π .

3. Given one side and the adjacent angles of a spherical triangle, find a formula for determining the third angle independently of the remaining sides, and in a form suitable for logarithmic computation.

4. If the perpendicular drawn from the vertex C to the base of a spherical triangle makes angles θ and ϕ with the sides, show that—

$$\frac{\cos \theta}{\cos \phi} = \frac{\tan a}{\tan b}.$$

5. In a right angled spherical triangle, either all the three sides are less than quadrants, or else one is less than a quadrant, and the other two sides greater than quadrants. Prove this.

6. $A=46^{\circ} 15' 25''$, $C=90^{\circ}$, $a=42^{\circ} 18' 45''$; find b .

$$L \tan 42^{\circ} 18' 45'' = 9.9591983$$

$$L \tan 43^{\circ} 44' 35'' = 9.9809389$$

$$L \sin 60^{\circ} 36' 10'' = 9.9401372.$$

7. If $b+c=\pi$ then $\sin 2B + \sin 2C = 0$.

8. Express the area of a spherical triangle in terms of two sides and the angle included by them.

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9. Prove geometrically that—

$$\cos C = \frac{\cos c - \cos a \cos b}{\sin a \sin b}.$$

10. The area of a spherical triangle whose sides are small compared with the radius of the sphere being approximately known, show how to find the number of seconds in the spherical excess of the triangle.

GREEK.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. STRONGE, Head Inspector.

Mr. CONNOLLY, District Inspector.

SECTION A.

1. Translate into English:—

Ἐπεὶ δ' ἦσαν κατὰ τὸ εὐώνυμον τῶν Ἑλλήνων κίρας, ἰδύσαν εἰ Ἕλληνες, μὴ προσάγειον πρὸς τὸ κίρας, καὶ περιπτύξαντες ἀμφοτέρωθεν αὐτοὺς κατακόφειαν· καὶ ἰδοὺ αὐτοῖς ἀναπτύσσων τὸ κίρας, καὶ ποιήσασθαι ὅπισθεν τὸν ποταμὸν. Ἐν ᾧ δὲ ταῦτα ἐβουλεύοντο, καὶ δὴ βασιλεὺς παραμειψόμενος εἰς τὸ αὐτὸ σχῆμα κατίστησεν ἐναντίον τὴν φάλαγγα, ὥσπερ τὸ πρῶτον μαχούμενος συνήει. Ὡς δὲ εἶδον οἱ Ἕλληνες ἐγγόσι ὄντας καὶ παρατεταγμένους, αἰθέρι παιανίσαντες ἐπῆσαν πολὺ ἐτι πρῶτο-
μότερον, ἢ τὸ πρόσθεν. Οἱ δ' αὖ βάρβαροι οὐκ ἐδέχοντο, ἀλλ' ἰκ-
πλείονος ἢ τὸ πρόσθεν ἔφεινον· οἱ δ' ἐπεδίωκον μέχρι κώμης τινίς·
ἐνταῦθα δὲ ἔστησαν οἱ Ἕλληνες.—XENOPHON, *Anabasis*, Book I.

(a.) Explain the mood of κατακόφειαν.

(b.) Explain the construction ἐν ᾧ.

2. Translate into English:—

Τὸν δ' ἄρ' ὑποβλήδην ἡμείβετο διὸς Ἀχιλλεύς·
“Ὧ γάρ κεν δειλὸς τε καὶ οὐτιδανὸς καλεοίμην,
εἰ δὲ σοὶ πᾶν ἔργον ὑπείξομαι, ὅττι κεν εἴπῃς·
Ἀλλοισιν δὲ ταῦτ' ἐπιτέλλω, μὴ γὰρ ἔμοιγε
[Σήμαιν'· σὺ γὰρ ἔγωγ' ἐτι σοὶ πείσεσθαι ὄλω].
Ἄλλο δέ τοι ἐρέω, σὺ δ' ἐνὶ φρεσὶ βάλλω σῆσιν·
Χερσὶ μὲν οὔτοι ἔγωγε μαχήσομαι εἴνεκα κόρης·
οὔτε σοὶ οὔτε τῇ ἄλλῃ, ἐπεὶ μ' ἀφίλεσθέ γε δόντες·
τῶν δ' ἄλλων ἃ μοὶ ἔστι θυγὴ παρὰ νηὶ μελαίνῃ,
τῶν οὐκ ἂν τι φέροις ἀνελῶν ἀέκοντος ἐμεῖο.
εἰ δ' ἄγε μὴν, παίρησαι, ἵνα γνῶωσι καὶ οἶδε·
Αἰψά τοι αἶμα κελαινὸν ἐρωήσῃ περὶ δουρί.”—ILIAD, Book I.

Give Attic Greek forms or words for:—ἡμείβετο, βάλλω, κόρη, ἀέκοντος ἐμεῖο, κελαινόν.

SECTION B.

3. Translate into English :—

Ἔστι τοῖνυν τι πρᾶγμα καὶ ἄλλο, ὃ λυμαίνεται τὴν πόλιν ὑπὸ βλασφημίας ἁδίκου καὶ λόγων οὐ προσηκόντων διαβεβλημένον, εἴτι τοῖς μηδὲν τῶν δικαίων ἐν τῇ πολιτείᾳ βουλομένοις ποιῶν πρόφασιν παρέχει· καὶ τῶτων, ὅσα ἐκλείπει, δέον παρὰ του γίνεσθαι, ἐπὶ τοῦθ' εὐρήσετε τὴν εἰρίαν ἀναφερομένην. περὶ οὗ πάντῃ μὲν φοβεῖσθαι λέγειν, οὐ μὴν ἄλλ' ἐρῶ· οἶμαι γὰρ ἔξαι καὶ ὑπὲρ τῶν ἀπόρων τὰ δίκαια ἐπὶ τῷ συμφέροντι τῆς πόλεως εἰπεῖν πρὸς τοὺς εὐπόρους καὶ ὑπὲρ τῶν κεκτημένων τὰς εὐσίας πρὸς τοὺς καταδεῖς, εἰ ἀνέλκομεν ἐκ μέσου καὶ τὰς βλασφημίας ἧς ἐπὶ τῷ θεωρικῷ ποιοῦνται τινες οὐχὶ δικαίως, καὶ τὸν φόβον ὡς οὐ στήσεται τοῦτο ἄνευ μεγάλου τινὸς κακοῦ.

DEMOSTHENES—*Philipp.*, IV.

Explain the constructions—*δέον παρὰ του γίνεσθαι. εἰ ἀνέλκομεν.*

SECTION C.

4. How are verbals in *-τος* formed? What is their construction? Translate into Greek: "We must not shun the labour."

5. The use of participles is often the idiom in Greek where we should in English employ the infinitive mood or a finite verb. Explain and give instances of this use of the participle.

6. Explain fully the cases in which the attraction of the Relative Pronoun is admissible and inadmissible. Illustrate by examples.

7. What remarkable events in Grecian History are connected with Epidamnus, Aegesta, Amphipolis, and Mitylene.

8. Sketch briefly the rise of the Macedonian Empire.

9. Write short biographical notices of :—

- I. Agesilaus,
- II. Aristides,
- III. Cleon.
- IV. Herodotus.

SECTION D.

10. Translate into Greek :—

If we shall fall into the King's power, what shall prevent us, after experiencing the most cruel sufferings, and after enduring the most frightful tortures, from being put to death. No one makes any preparations or takes any thought for our safety, but we are resting here as though it were possible for us to be at our ease. What age do I expect to reach? For if to-day I put myself in the hands of the enemy, I shall be no older.

Appendix.
Section III.
I.
Examination
Questions.
Male
Teachers.
A¹ Papers
Old Pro-
gramme

Appendix.
Section III.,
I.
Examination
Questions. N.B.—Only five questions are to be attempted, one at least from each
Male
Teachers.
A¹ Papers.
Old Programme.

LATIN.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, and D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. STRONGE, Head Inspector.
Mr. CONNELLY, District Inspector.

SECTION A.

1. Translate into English:—

Vix positum castris simulacrum ; arsere coruscæ
Luminibus flammæ arrectis, zalsusque per artûs
Sudor iit, terque ipsa solo (mirabile dictu)
Emicuit, parmamque ferens hastamque tremontem.
Extemplo tentanda fugâ canit sequora Calchas ;
Nec posse Argolicis excindi Pergama telis,
Omina ni repetant Argis, numenque reducant,
Quod pelago et curvis socum avexere carinis.
Et nunc, quod patrias vento petière Mycenæ,
Arma Deosque parant oomites, pelagoque remenso
Improvisi aderunt : ita digerit omnia Calchas.
Hanc pro Palladio moniti, pro numine laeso,
Effigiem statuere, nefas quæ triste piaret.

ÆNEID, Book II.

Explain the constructions *mirabile dictu*, *posse excindi*, *ni repetant*.

2. Translate into English:—

Cujus adventu spe inlata militibus ac redintegrato animo, cum pro se quisque in conspectu imperatoris etiam in extremis suis rebus operum navare cuperet, paulum hostium impetus tardatus est. Caesar cum septimam legionem, quæ juxta constiterat, item urgeri ab hoste vidisset, tribunos militum monuit, ut paulatim sese legiones conjungerent, et conversa signa in hostes inferrent. Quod facto cum alius alii subeidium ferret, neque timerent, ne aversi ab hoste circumvenirentur, audacius resistere ac fortius pugnare coeperunt. Interim milites legionum duarum, quæ in novissimo agmine praesidio impedimentis fuerant proelio nuntiato, cursu incitato in summo colle ab hostibus conspiciantur.

Bello Gallico, II.

Write notes upon *operam navare*, *alius alii*.
Explain *conversa signa*.

SECTION B.

3. Translate into English:—

Is cum primores civitatis in quibus fratrem suum ab avunculo interfectum audisset, neque in animo suo quicquam regi timendum neque in fortuna concupiscendum relinquere statuit, contemptaque tulus esse, ubi in iure parum praesidii esset, ergo ex industria factus ad imitationem stultitiae cum se suæque praedae esse regi siceret, Brutus quoque haud abnuvit cognomen, ut sub eius obtentu cognominis liberator ille populi Romani animus latens opperiretur tempora sua. Is tum ab

Tarquinis ductus Delphos, ludibrium verius quam comes, aureum
 baculum inclusum corneo cavato ad id baculo tulisse donum Apollini
 dicitar, per ambages offigiem ingenii sui.

Livy, Book I.

Explain the constructions *ubi—esset, parum praesidii, effigiem*
ingenii sui.

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SECTION C.

4. Write a short account of the invasion and conquest of Italy by
 the Gauls under Brennus. Why did Brennus retire from Rome?

5. What were the victories for which Julius Caesar celebrated a
 four-fold triumph? Give details and dates.

6. Write short biographical notices of:—

I. Cato Major,

II. Marius.

7. Explain how consuls, praetors, and questors were elected. Dis-
 tinguish between a pro-consul and a consul; a praetor and a questor.

8. Distinguish between deponent, desiderative, inceptive, and fre-
 quentative verbs; and give examples of each class.

9. Translate into Latin:—

(a.) He is said to have sold this speech for twenty talents.

(b.) He said he departed from Rome on July 7th.

(c.) He is not a proper person to receive.

(d.) It is many years since he was first in my debt.

SECTION D.

10. Translate into Latin:—

When these letters were brought to Caesar about midnight, he com-
 municated the tidings to his men, and encouraged them for the battle.
 At dawn on the next day he breaks up his camp, and after advancing
 about four miles, he catches sight of the enemy's host on the opposite
 side of the valley and the river. It involved a great risk to attack the
 enemy in an advantageous position with so few troops.

FRENCH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each
 Section A, B, C. The Examiner will read only the first
 five answers left uncanceled. The questions in this paper
 are all of equal value, ten marks being assigned to each.

Dr. MORAN, Head Inspector.

Mr. WYSE, District Inspector.

A.

1. Translate into English:—

On ne le voit presque jamais; il est seul, triste, abattu au fond de
 son palais; ses amis même n'osent l'aborder, de peur de lui devenir
 suspects. Une garde terrible tient toujours des épées nues et des piques
 levées autour de sa maison. Trente chambres qui communiquent les

Appendix. unes aux autres, et dont chacune a une porte de fer avec six gros verrous, sont le lieu où il se renferme ; on ne sait jamais dans laquelle de ces chambres il couche, et on assure qu'il ne couche jamais deux nuits de suite dans la même, de peur d'y être égorgé. Il ne connaît ni les doux plaisirs, ni l'amitié encore plus douce ; si on lui parle de chercher la joie, il sent qu'elle fuit loin de lui, et qu'elle refuse d'entrer dans son cœur.—*Télémaque.*

Male Teachers. A³ Papers. 2. Translate into English :—

Old Programme. Il lui pique tantôt l'échine, tantôt la gorge : en vain le lion fait agir sa queue et s'en bat les flancs. Enfin l'insecte lui entre dans les narines, et le tourmente à un tel point, que le roi des animaux tombe de douleur, et se déchire, lui-même, de ses propres griffes. L'insecte triomphe, et le quitte tout glorieux ; et comme il se retirait, en publiant par tout sa victoire, il rencontra une toile d'araignée, où il s'embarassa, et devint la proie d'un autre insecte.—*La Fontaine.*

3. Translate into English :—

"Tremble, m'a-t-elle dit, fille digne de moi ;
Le cruel Dieu des Juifs l'emporte aussi sur toi.
Je te plains de tomber dans ses mains redoutables,
Ma fille." En achevant ces mots épouvantables,
Son ombre vers mon lit a paru se baisser ;
Et moi je lui tendois les mains pour l'embrasser ;
Mais je n'ai plus trouvé qu'on horrible mélange
D'os et de chairs meurtris, et trainés dans le fange.
Des lambeaux pleins de sang, et des membres affreux
Que des chiens dévorans se disputoient entre eux.—*Athalie*

B.

4. Translate into French :—

Of the early days of Christopher Columbus nothing certain is known. The time of his birth, his birth-place, his parentage, are all involved in obscurity ; and such has been the perplexing ingenuity of commentators, that it is difficult to extricate the truth from the web of conjectures with which it is interwoven. Judging from the testimony of one of his contemporaries and intimates, he must have been born about the year 1435 or 1436. Several places contend for the honour of having given him birth, but it seems satisfactorily established that he was a native of the ancient city of Genoa. A like contention has arisen with respect to his lineage.

5. Express in French :—

- (a.) A bird in the hand is worth two in the bush.
- (b.) To do good is better than to be good.
- (c.) I have not slept a wink all night.
- (d.) The question is whether I must go or stay.
- (e.) To pass the night in the open air.
- (f.) He improves on acquaintance.

C.

6. Write the following compound nouns in the plural, and justify in each case, by stating the rule, the plural form that you give :—*garde-manger, oiseau-mouche, arrière-pensée, garde-mobile, chef-d'œuvre.*

7. Write full notes on the genders of nouns terminating in *-age*, *-eur*, *-ice*. Appendix.

8. Illustrate, by examples, the methods of translating *what* into French, according as it is (1) compound relative, (2) interrogative adjective, (3) interrogative pronoun. Section III.,
L.

9. Give the meaning of each of the following conjunctions, and state what moods are used in French after each :—*d* *measure que*, *bien que*, *vu que*, *tandis que*, *avant que*. Exam-
nation
Questions.
Mole
Teachers.

10. Translate the following sentences, and comment on the syntax of the words in italics :— A¹ Papers,
Old Pro-
gramme.

- (a.) Elle était toute surprise.
- (b.) Les deux heures que cet orateur a parlé.
- (c.) Êtes-vous reine ! Je le suis.
- (d.) Saül mourut l'an mille quarante avant Jésus-Christ.
- (e.) Ainsi dit le renard, et flatteurs d'applaudir.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five questions left uncanceled.

The questions in this Paper are all of equal value, ten marks being allowed for each.

Mr. DEWAR, Head Inspector.
Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

A cocksparrow had got into a martin's nest, while the owner was abroad; and when he returned, the saucy intruder put his head out of the hole, and pecked at the martin as he attempted to enter his own house. The poor martin was greatly provoked at this injustice.

2. Translate into Irish :—

The huntsmen cut the twig, and the next time Reynard was pursued he ran to catch it as formerly, trusting that it was still there; but of course, he missed his aim, and tumbling down among the rocks, was mangled almost as much as if he had been torn to pieces by the dogs.

SECTION B.

3. Translate into English :—

Do éarab Diarmuid ar bárr an bóina, agus vo éirir árlanna a dá fíleas ríoi, agus v'éiríu vo baicléim aiteortuam érláirv eunachal fúir fáb leiteav a dá bonn von fearann álainn fearuaitne amuig ar an b-faistee, agus tárla fírláinne air. Ónn fm vo labair Diarmuid agus y ó a vabairv.

Appendix.
Section III.
I.
Examination
Questions.
Male
Teachers.
A¹ Papers.
Old Pro-
gramme.

4. Translate into English :—

"Cionnuy bábaip rém an uair do marbhad báir n-athreaba?"
ar fionn. "A m-bronn ár mátreab," ar fionn, "agur ír uair
ban do Thuabair 'Dó 'Danann do bí na mátreabair agann, agur
ír mairé linn áit agur ionad ár n-athreab ó'rágal a b-bran-
nugheab." "Do bér fin oib," ar fionn, "aít go tairéab ré
éiric uair am ábair."

5. Translate into English :—

Oirbhion ann oibíor Mhanannám: ar uair náttíor lé
n-Oirbhion. Oir an can do taibí a fíar, ar ann do mór an
lé ro tír. Ar ó'ráilíogab an nairéir, do rinníor na rinníor
ríor:—

Catáir aró fíaríor mór, garí an fíar,
Coll a fíar, na an 'Dagda nar fíar, 'Dabá a fíar;
Teatáir tír, tír a tír, gíar, anghíar,
Fíar a fíar mór n-óiréir ro tír, Céir ro tír;
Ceatáir cóní, cóní a fí, na fíar é,
Éirí a fíar, fíar fíar í, gíar a fí.
Mhanannám fíar lír an lé, ro fíar fíar,
Oirbhion a ann, íar g-céir g-céir éirí fíar.

6. Translate into English :—

Ionáiríar Tuairé 'Dó 'Danann, íar g-céiríor fíaríor m-íaríor
oibí a o-tuairíoríor Alban, tangaríor a n-íaríor; agur ar
o-tuairíor a o-tíar oibí, íar, 'Dabáíor, í o-tuairíoríor íaríor,
líríor a lír, gíar na fíaríor fíar, do rinníor an fíaríor ro:—

'Do lír gíar fíar oibí a lír.

O do fíaríor íaríor fíaríor:

'Do fíar gíar tír aríor fíar,

Céir na lír aríor líríor.

SECTION C.

7. Parse the following words which occur in question 4 :— m-bronn, mátreab, ban, ó'rágal, do bér.

8. Decline the noun teat, and compare the adjectives oir and tír.

9. Quote, or give the substance of the Rules of Syntax relating to the numerals aon to seas inclusive. Illustrate your answer by examples.

10. Show, by examples, how the possessive pronouns influence the initial consonants of the infinitives they precede.

BOTANY—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. EARDLEY, Head Inspector.

Mr. W. J. BROWNE, District Inspector.

Appendix.
Section III.
I.
Examination Questions.
Male Teachers.
A¹ Papers.
Old Programme.

1. Give some account of fibro-vascular tissue, explaining the structure of the different kinds of bundles in which it occurs.
2. Describe the leaf, the corolla, the andræcium, and the fruit of the *Poa*.
3. Distinguish the different kinds of underground stems, and show how they differ from roots.
4. What differences are observed between the woody stems of dicotyledons and of monocotyledons?
5. Give a short account of the nutrition of plants.
6. Name, and briefly characterise, three orders of plants with gamopetalous corollas, giving examples.
7. Trace the life history of a Fern, explaining the "alternation of generations."
8. Describe and name the fruit in *plum*, *strawberry*, *blackberry*, *apple*, *potato*.
9. Compare and contrast *Ranunculaceæ* and *Rosaceæ*, taking as examples two common flowers.
10. Explain the terms *acotyledon*, *micropyle*, *prosenchyma*, *tetradynamous*, *diadelphous*, with examples.

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.

Mr. DEWAR, Head Inspector.

Mr. WELPLY, District Inspector.

Through the perpetual twilight, tall columnar trunks in thick profusion grew from a floor chequered with lights and shadows. Each shaft of the forest rose to a preternatural height, the many branches intermingling in the space above, to form a stately canopy. Foliage, flowers, and fruit of colossal luxuriance, strange birds, beasts, griffins, and chimeras in endless multitudes, the rank vegetation and fantastic zoology of a fabulous world, seemed to decorate and to animate the serried trunks and pendent branches, while the shattering symphonies of the organ suggested the rushing of the wind through the forest—now the full diapason of the storm, and now the gentle cadence of the evening breeze.

Appendix.
Section III.
I.
Examination
Questions.
Male
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A¹ Papers.
Old Programme.

Internally, the church was rich beyond expression. All that opulent devotion could devise, in wood, bronze, marble, silver, gold, precious jewellery, or sacramental furniture, had been profusely lavished. The penitential tears of centuries had incrustated the whole interior with their glittering stalactites. Divided into five naves, with external rows of chapels, but separated by no screens or partitions, the great temple forming an imposing whole, the effect was the more impressive, the vistas almost infinite in appearance. The wealthy citizens, the twenty-seven guilds, the six military associations, the rhythmical colleges, besides many other secular or religious sodalities, had their own chapel and altars. Tombs adorned with the effigies of mailed crusaders and pious dames covered the floor, tattered banners hung in the air, the escutcheons of the Golden Fleece, an order typical of Flemish industry, but of which emperors and kings were proud to be the chevaliers, decorated the columns.

Female
Teachers.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to exert, on material supplied by Superintendent, a specimen of each of the following stitches:—*hemming*, *top-sewing* (a seam, top-sewn on one side, and hemmed down on the other), *stitching*, *running* (a run-and-felled seam and a tuck), *one buttonhole*, barred at each end; *sewing on gathers* (also known as "stocking-on"); *one inch* of each of these stitches will suffice as a sample, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she encroaches upon the time allotted to other branches of this subject. A small patch (about $1\frac{1}{2}$ inches square) is to be tacked on, and sewn round one-quarter of the outer and one-quarter of the inner side, so as to complete one-quarter of the patch. Candidate's examination number is to be clearly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (30 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz.:—the leg of a baby's sock, with heel commenced, is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have, securely stitched to it, a label about 1 inch broad, and $1\frac{1}{2}$ inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate must present it to Superintendent to have the label marked by him.

Inspector will supply candidate with a small piece of stocking-web, which, for convenience in working, she can tack upon paper (right side down), cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. She is to darn a round hole, not smaller than a sixpence or larger

than a *skilling*, running in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

Both sock and darn are, when finished, to be firmly attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread, *no pins are to be left in them*. Candidate will be required to cut out two articles, viz. :—a girl's plain chemise and a man's shirt, which may be cut half the full size only if desired. On each she will mark, distinctly, her examination number.

In dressmaking, candidate is required to cut out a closely-fitting bodice, for grown person, with long sleeves. *One half* of bodice and *one sleeve* will be accepted as a sufficient test.

Candidate is requested to comply, *as exactly as possible*, with all requirements mentioned above.

Appendix.
Section III.
II.
Examination Questions.
Male and Female Teachers.
A ¹ Papers.
Old Programme.

II.—SPECIAL PAPER IN KINDERGARTEN.—*Old Programme.*

KINDERGARTEN.—50 Marks.

B Paper.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Mr. HEADEN, District Inspector.

1. To develop the hand is considered one of the most important tasks of education. Give the reason, and show how Kindergarten helps in this regard.
2. What principles guided Froebel in selecting the successive gifts and occupations of his scheme of Kindergarten?
3. Describe the materials necessary, and indicate, briefly but clearly, how you would conduct a first lesson in stick-laying. What is the educational purpose of this gift?
4. In which of Froebel's gifts is the constructive faculty first brought into play? Describe the mode, and show the importance of insisting on *accuracy of work*.
5. State in full the Results Programme in Kindergarten for Second-Class children.
6. What is meant by the Law of Contrasts? Illustrate its application by reference to the first and second gifts, and state in order the several circumstances with which it deals.
7. The Results Programme requires infants to be able "to perform exercises with coloured balls." Describe fully three such suitable exercises.
8. What are (a) calisthenics, (b) action songs? Give reasons for the suitability of each to a Kindergarten.
9. In what respects does the Kindergarten of our schools differ from that laid down in Froebel's plan? Give reasons for the modification.
10. Distinguish between Object Lessons and Picture Lessons. Which kind is more useful, and why? Sketch briefly a specimen lesson of each kind.

Appendix.
Section III.
III.

Examination
Questions.

Male
and Female
Teachers.

A Papers.
New Programme.

III.—QUESTIONS set to Candidates for First Division of First Class.—*New Programme.*

SCIENCE OF EDUCATION (FIRST PAPER): School Organization
and Methods.—75 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fifteen marks being allowed for each.*

Mr. STRONGE, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. In the explanation of the Reading Lessons, paraphrasing, rather than the defining of particular words, has many advantages. Give as fully as possible the general principles you would follow in the explanation of a Reading Lesson by paraphrase.

2. (a) Show fully the method to be followed in teaching problems in Arithmetic.

(b) Pupils who can find the number of threepences or fourpences in a given sum often fail to find a number of sevenpences, eightpences, &c. What do you infer from this?

Show by an example how you would teach such questions.

3. Criticise the methods adopted in the following examples:—

(a) Arithmetic lesson on the floor. A senior class in charge of a teacher who has no other duty. Each pupil is working from a card having different sums.

(b) A monitor in charge of a draft at spelling finds difficulty in getting the pupils to spell the word "unconscious." He spells it several times, and gets it repeated, but still there is difficulty; and at the end of the lesson it is found that the word has not been mastered by all the pupils.

4. In what subjects (obligatory, optional, or extra), and under what circumstances, are lessons of more than half an hour's duration to be preferred? Discuss and explain fully.

5. What is oral composition? Describe how it should be introduced, and give examples of subjects suitable for first lessons. Can it be made use of in other than the junior classes; and, if so, how?

6. State fully the method by which a natural style of delivery in the reading of the junior classes, and expressive reading in the senior classes, are to be attained.

7. "Kindergarten does little or nothing to encourage reflection." Discuss this statement.

8. If you found in the schools that the pupils did not understand the nature of a map, and could not explain what is meant by the parts of speech, what serious defects in methods might be considered to prevail?

9. Show in detail the control that a Principal ought to exercise over the work of his Assistants. To what extent ought the Assistants to be limited in the matter of inflicting punishment?

10. (a) State fully the advantages of drill movements in schools.

(b) What advice would you give a young Assistant placed for the first time in charge of the playground for his guidance in the management of the pupils while at recreation?

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gramme.

SCIENCE OF EDUCATION (SECOND PAPER): Knowledge of the Laws of Mental Development, with special reference to their bearing on the Principles of Teaching.—75 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fifteen marks being allowed for each.

Mr. STRONGE, Head Inspector.

Mr. W. A. BROWN, District Inspector.

1. (a.) Explain fully and illustrate the meaning of the following extract:—"The intellectual value of any series of sense impressions depends upon the readiness with which they lend themselves to comparative observation."

(b.) What leading principle of Kindergarten does this extract suggest?

Show how the principle is developed in practice.

2. (a.) To what does aesthetic culture, or the education of taste, owe its educational importance?

(b.) Show that the cultivation of taste is closely connected with intellectual education and moral training.

3. Describe fully the features, or general conditions, of a system of good school government.

4. Enumerate, with brief explanations, the conditions of an efficient exercise of the imagination in teaching.

5. (a.) Show how the organisation of a school is determined to some extent by a knowledge of the Laws of Attention.

(b.) Explain the term "Expectant Attention," and illustrate it by the manner in which you would introduce a new Reading Lesson.

6. Comment on the methods of a teacher who (a) tells a pupil while under oral examination, "not to be nervous"; (b) reproaches a pupil who has missed a question with the remark, "I told you that yesterday"; (c) gets the pupils of a class learning to distinguish nouns to look round the room for objects to suggest names. Show clearly how in these cases Psychological principles have been violated.

7. Explain clearly the steps by which a pupil should be led to form general notions or concepts; and state the conditions to be fulfilled by the particular examples made use of in the instruction.

8. (a.) Discuss the question whether approximate or incomplete definitions are permissible in the first stages of instruction.

(b.) Criticise the following definition for pupils commencing Grammar:—"A verb is a word which implies action."

9. Mental processes are said to be "reactions of an organism."

Explain fully what is meant by this. What important educational maxim is based on this principle, and what conception of teaching has been displaced by it?

10. (a.) Name and explain the Laws of Association of Ideas.

(b.) Upon what does the strength of the associative suggestion depend?

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gramme.ENGLISH LANGUAGE AND LITERATURE (FIRST PAPER):
English Language.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Mr. STRONG, Head Inspector.

Mr. O'Riordan, District Inspector.

1. What was the origin of the terms Dutch and Welsh? To whom were these words applied, and by whom? Note any proper names in which these root-words occur.
2. Give some account of Frisian, and explain its position in the Teutonic group. Show clearly its connection with English.
3. What is Grimm's law? Illustrate its operation, using as examples the words *garden, two, and three*.
4. Trace the origin of the Keltic elements in the English Language, giving examples.
5. Give the derivation of:—*brace, couple, mess, quarry, Reynard*. From what source did each of these words come?
6. Describe the effect of the introduction of Norman French on the accentuation of words.
7. What are the most striking differences between the Grammar of the oldest English and that of our modern English?
8. What suffixes still exist in English indicative of Gender? Give examples, and state from what source each suffix is drawn.
9. Explain how English has come to be mainly monosyllabic, if we neglect words introduced directly from Latin and Greek.
10. What is peculiar in the formation of the following words:—*die, am, former, righteous, lantern*?

ENGLISH LANGUAGE AND LITERATURE (SECOND PAPER):
English Literature.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Mr. HYNES, District Inspector.

1. When did the under-mentioned writers live? Name some of the works of each:—

- (a.) John Hales;
- (b.) Ed. Hyde, Earl of Clarendon;
- (c.) William Wycherley;
- (d.) Samuel Garth;
- (e.) Thos. Fuller;
- (f.) Sir John Denham;
- (g.) Sir Wm. Davenant.

2. Give an account of the life and writings of John Gay.
3. To whom are we indebted for :—
 - (a.) The Castle of Indolence ;
 - (b.) Dissertation on the Epistles of Phalaris ;
 - (c.) Religio Medici ;
 - (d.) The Steel Glass ;
 - (e.) The Bruce ;
 - (f.) Utopia ;
 - (g.) The Schoolmaster ?

Write a short sketch of any one of these compositions.

4. Review briefly the life, character, and writings of Abraham Cowley.

5. Trace the development of the English Drama, and point out the distinguishing characteristic of each successive stage therein.

6. Narrate the history of the famous Drapier's Letters.

7. (a) By whom were the following written :—

Clarissa Harlowe ;
Amelia ;
Humphrey Clinker ;
Tristram Shandy ;
Rienzi ;
Woodstock ;
Coningsby ?

- (b) Name one other work by each author.

8. Tell what you know of the life and writings of any one of the great historians of the eighteenth century.

9. Give the titles of four of Shelley's best known poems, and briefly criticise any one of them.

10. Specify the most important writings of—

Thackeray ;
Maria Edgeworth ;
Jane Austen ;
Charlotte Brontë ;
Mrs. Gaskell ;
Charles Kingsley ;
Charles Lamb.

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ENGLISH LANGUAGE AND LITERATURE (THIRD PAPER): Shakespeare, King John.—30 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value; six marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. NICHOLLS, District Inspector.

1. What facts and incidents in the play of "King John" may be regarded as historical ?

2. Write, in your own words, the substance of Falconbridge's soliloquy on being knighted.

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3. Annotate the following lines :—
 " Colbrand the giant—that same mighty man."
 " Great Alcides' shows upon an ass."
 " Do like the mutines of Jerusalem."
4. Point out the principal anachronisms in the play.
5. Quote King John's speech, beginning " It is the curse of Kings," and refer to a passage in the play proving John's guilt in this matter.
6. How are the following words pronounced by Shakespeare :—*Rome*, aspect, canonized, contrary, conjure, persevere ! Give reasons in support of your answer.
7. Write notes explanatory of the following words and phrases :—*" wall-eyed," " scroyles," " beldame," " convicted sail," " king'd of our fears," " imprisoned angels."*
8. Paraphrase and explain the passage :—
 "Commodity, the bias of the world,
 "The world, who of itself is peised well,
 "Made to run even upon even ground
 "Till this advantage, this commodity,
 "Makes it take head from all indifferency."
9. Describe the action of the play in Acts 2 and 3.
10. Give your estimate of the character of Falconbridge, illustrating your statement by quotations.

ENGLISH LANGUAGE AND LITERATURE (FOURTH PAPER):
An Essay.—100 Marks.

Two hours allowed for this paper.

Only one subject to be attempted.

MR. EARDLEY, Head Inspector.

MR. McNEILL, District Inspector.

1. Landscape and Seascape.
2. " Knowledge comes but Wisdom lingers.
3. The Responsibilities of Riches.

FRENCH (FIRST PAPER).—100 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions are to be attempted, two at least from each Section A and B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed to each.*

DR. MORAN, Head Inspector.

MR. WYSE, District Inspector

SECTION A.—*Authors.*

1. Translate into English, adding explanatory notes when necessary :—

Souvent la rime, qu'un poète va chercher bien loin, le réduit à allonger et à faire languir son discours : il lui faut deux ou trois vers

postiches, pour en amener un dont il a besoin. On est scrupuleux pour n'employer que des rimes riches, et on ne l'est ni sur le fond des pensées et des sentiments, ni sur la clarté des termes, ni sur les tours naturels, ni sur la noblesse des expressions. La rime ne nous donne que l'uniformité des finales, qui est ennuyeuse, et qu'on évite dans la prose, tant elle est loin de flatter l'oreille. Cette répétition de syllabes finales lase même dans les grands vers héroïques, où deux masculins sont toujours suivis de deux féminins.

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Lettre à l'Académie.

2. (a.) Translate into English :—

Lisez encore cette définition incomparable de l'affliction, où l'on énumère toutes les raisons pour lesquelles on pleure ; on croirait voir un habile chimiste analysant et faisant évanouir en malignes vapeurs toutes les larmes échappées, depuis la création, du cœur de l'homme. Mais il manque quelque chose dans le creuset de la Rochefoucauld : un peu de douleur vraie, sorte de corps premier, d'élément indécomposable, qui eût résisté à tous ses efforts et témoigné jusqu'au bout que les larmes de l'homme coulent parfois comme son sang, sans autre calcul et sans autre raison qu'une blessure.

Prévost-Paradol.

(b.) Mention and explain the two forms of sophism to which, according to Prévost-Paradol, some of La Rochefoucauld's *Maxims* owe their appearance of absolute truth.

3. (a.) Translate into English :—

Cependant, tout sujet est un ; et, quelque vaste qu'il soit, il peut être renfermé dans un seul discours. Les interruptions, les repos, les sections, ne devraient être d'usage que quand on traite des sujets différents, ou lorsque, ayant à parler de choses grandes, épineuses et disparates, la marche du génie se trouve interrompue par la multiplicité des obstacles, et contrainte par la nécessité des circonstances : autrement, le grand nombre de divisions, loin de rendre un ouvrage plus solide, en détruit l'assemblage ; le livre paraît plus clair aux yeux, mais le dessein de l'auteur demeure obscur.

Discours sur le Style.

(b.) Give, as far as you can, the substance of the passage on Unity of Subject, parallel to the above, in Fénelon's *Lettre à l'Académie*.

4. (a.) Translate into English :—

L'indigne ambition que ton cœur se propose !
Pour être plus qu'un roi, tu te crois quelque chose !
Aux deux bouts de la terre en est-il un si vain
Qu'il prétende égaler un citoyen romain ?
Antoine sur sa tête attira notre baine
En se déshonorant par l'amour d'une reine ;
Attale, ce grand roi, dans la pourpre blanchi,
Qui du peuple romain se nommoit l'affranchi,
Quand de toute l'Asie il se fût vu l'arbitre,
Eût encor moins hrisé son trône que ce titre.
Souviens-toi de ton nom, soutiens sa dignité ;
Et, prenant d'un Romain la générosité,
Sache qu'il n'en est point que le ciel n'ait fait naître.
Pour commander aux rois et pour vivre sans maître.

Cinna

(b.) Sketch the character of Maxime.

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5. Translate into English :—

- (a.) Loin du trône nourri, de ce fatal honneur,
Hélas ! vous ignorez le charme empoisonneur ;
De l'absolu pouvoir vous ignorez l'ivresse,
Et des lâches flatteurs la voix enchanteresse.
Bientôt ils vous diront que les plus saintes lois,
Maîtresses du vil peuple, obéissent aux rois ;
Qu'un roi n'a d'autre frein que sa volonté même.
- (b.) Tel en un secret vallon,
Sur le bord d'une onde pure,
Croît, à l'abri de l'aquilon,
Un jeune lis, l'amour de la nature.
Loin du monde élevé, de tous les dons des cieux
Il est orné dès sa naissance ;
Et du méchant l'abord contagieux
N'altère point son innocence.

Althéa.

SECTION B.—Literature.

6. Give a brief account of the French literary groups associated with (a) the abbey of Port-Royal, and (b) the Hôtel de Rambouillet.

7. Who are the chief women writers of the Seventeenth Century? Mention their leading characteristics.

8. Write as full an account as you can of any two of the following :—

- (a.) Les Plaideurs.
(b.) Le Pédant Joué.
(c.) *Astrée*.
(d.) *Lettres Provinciales*.
(e.) *Le Cid*.
(f.) *Tartufe*.

9. Sketch the history of the drama of the Seventeenth Century previous to the production of *Le Cid*.

10. Write a short life of La Fontaine, mentioning his chief works, and estimate briefly his influence on the French language.

FRENCH (SECOND PAPER).—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. WISE, District Inspector.

SECTION A.

1. Translate into French :—

The drama of Corneille deals with what is extraordinary, but in what is extraordinary it seeks for truth. He finds the marvellous in the triumphs of the human will. His great inventive powers were applied

to creating situations for the manifestation of heroic energy. History attracted him, because a basis of fact seemed to justify what otherwise could not be accepted as probable. Great personages suited his purpose, because they can deploy their powers on the amplest scale. His characters, men and women, act not through blind, instinctive passion, but with deliberate and intelligent force.—*Professor Dowden.*

2. Translate into French :—

At a little distance from Sir Roger's house, among the ruins of an old abbey, there is a long walk of aged elms, which are shot up so very high that when one passes under them the rooks and crows that rest upon the tops of them seem to be cawing in another region. I am very much delighted with this sort of noise, which I consider as a kind of natural prayer to that Being who supplies the wants of his whole creation, and who, in the beautiful language of the Psalms, feedeth the young ravens that call upon him. I like this retirement the better because of an ill report it has of being haunted.—*Addison.*

SECTION B.

3. Translate into English :—

La partie sud-est du Berry renferme quelques lieues d'un pays singulièrement pittoresque. La grande route qui le traverse, dans la direction de Paris à Clermont, étant bordée des terres les plus habitées, il est difficile en voyageant de soupçonner la beauté des sites qui avoisinent; mais à celui qui, cherchant l'ombre et le silence, s'enfoncerait dans un de ces chemins tortueux et encaissés qui débouchent sur la route à chaque instant, bientôt se révéleraient de frais et calmes paysages, des prairies d'un vert tendre, des ruisseaux mélancoliques, silencieux, des massifs d'aunes et de frênes, toute une nature suave, naïve et pastorale. En vain chercherait-il dans le rayon de plusieurs lieues une maison d'ardoise ou de moellons.—*George Sand.*

4. Translate into English :—

Telle qu'une bergère, au plus beau jour de fête,
De superbes rubis ne charge point sa tête,
Et, sans mêler à l'or l'éclat des diamants,
Cueille en un champ voisin ses plus beaux ornements;
Telle, aimable en son air, mais humble dans son style,
Doit éclater sans pompe une élégante idylle.
Son tour simple et naïf n'a rien de fastueux,
Et n'aime point l'orgueil d'un vers présomptueux.
Il faut que sa douceur flatte, chatouille, éveille,
Et jamais de grands mots n'épouvante l'oreille.

Boileau

SECTION C.

5. Explain the terms *classical Latin*, *low Latin*, *popular Latin*. Indicate broadly how far each of these contributed to the making of modern French.

6. Enumerate the chief dialects of the *Langue d'Oïl*. How do you account for the predominance that one of them ultimately obtained over the others?

7. Illustrate the main tendencies observable in the changes of words from Latin to French by reference to the derivation of *or* (gold), *image*, *sauté*, *roi*, *sujet*, *esprit*.

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- Appendix. 8. Write a short account of the origin of the French written
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Examination Questions. 9. (a.) Explain accurately the origin of the form *grand'mère*.
(b.) Explain the absence of a distinct feminine form in *leur*.
10. Write notes on the italicised words :—
(a.) Tu n'es *mes* hom, ne je suis *tes* sire.—*Chanson de Roland*.
(b.) J'aime mieux *ma mie*.—*Molière*.
(c.) Ce sera à lui à *courre*.—*Séviigné*.
(d.) Qu'il sort aussi plus tost *huy* que demain.—*Marot*.
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MATHEMATICS (FIRST PAPER): Algebra; Plane and Spherical Trigonometry.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one at least from each Section—A, B, and C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

MR. SULLIVAN, Head Inspector.
MR. ROSS, District Inspector.

SECTION A.

1. Find whether the series—

$$\frac{x}{1.2} + \frac{x^2}{2.3} + \frac{x^3}{3.4} + \frac{x^4}{4.5} + \&c. \quad \dots$$

is convergent or divergent when—

$$x < 1, x = 1, x > 1 \text{ respectively.}$$

2. Given—

$$x(y+z)^2 + y(z+x)^2 + z(x+y)^2 - 4xyz = 0$$

prove that—

$$x^{2n+1} + y^{2n+1} + z^{2n+1} = (x+y+z)^{2n+1}$$

where n is any positive integer.

3. Solve the equation—

$$(a-x) \sqrt{\frac{a-x}{b-x}} - (b-x) \sqrt{\frac{b-x}{a-x}} = a.$$

4. Investigate for what value of r the number of combinations of n unlike things taken r at a time is greatest.

SECTION B.

5. Find the number whose logarithm to the base 10 is $\frac{3}{4}$ (one decimal place sufficient). Prove, where 10 is the base, that—
 $\log 29 > \frac{1}{2} + \log 2 + \frac{1}{2} (\log 3 + \log 7).$

6. If perpendiculars AD, BE, CF be let fall from the vertices of a triangle ABC upon the opposite sides, and the feet of these perpendiculars be joined, show that the radius of the inscribed circle of the triangle thus formed is equal to $2R \cos A \cos B \cos C$, where R is the radius of the circle circumscribing ABC.

7. If the side BC of a triangle ABC be bisected in K and AK be drawn, show that—

$$\tan AKB = \frac{2bc \sin A}{b^2 - c^2}.$$

8. Given in any triangle that—

$$b \cos C + c \cos B = a$$

$$a \cos C + c \cos A = b$$

$$b \cos A + a \cos B = c,$$

deduce from these equations the relation connecting the cosines, viz. :—

$$\cos^2 A + \cos^2 B + \cos^2 C + 2 \cos A \cos B \cos C = 1.$$

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SECTION C.

9. ABC is a spherical triangle; if ϕ be the angle which the external bisector of the vertical angle makes with the base produced, prove that—

$$\cos \phi = \frac{\cos A + \cos B}{2 \sin \frac{C}{2}}$$

10. Prove that in any spherical triangle ABC—

$$\cos c \cos B = \sin c \cot a - \sin B \cot A.$$

MATHEMATICS (SECOND PAPER): Geometry and Analytical Geometry.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, two at least to be taken from each Section—A, B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each.

Mr. SULLIVAN, Head Inspector.

Mr. ROSS, District Inspector.

SECTION A.

1. Prove that similar triangles are to one another in the *duplicate ratio* of their homologous sides.

Define the term in italics.

2. AB, BC are two chords of a circle of which BK is the diameter; on AB produced through B take BH=BC and on KB produced through B take BG=BF where BF is the perpendicular from B on the straight line AC; show that the points A, K, G, H are concyclic, and hence prove that the rectangle BK.BF=rectangle AB.BC.

3. ABC is a triangle inscribed in a circle and the tangent at A meets BC produced in X, prove that $\frac{BX}{CX} = \frac{BA^2}{CA^2}$; and hence prove that the points of intersection of the sides of the inscribed triangle with the tangents at the vertices are collinear.

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4. PQ is a chord of an ellipse of which F is the focus. If PQ produced intersects the directrix in Z, show that FZ is the external bisector of the angle PFQ.

5. Prove that the area of the curved surface of any zone of a sphere is proportional to its height alone. In the figure of Prop. XII., Book I. of Euclid let h be the length of the perpendicular, and $2b$ the length of the intercept made by the circle of construction on the given line of unlimited length. Suppose the figure to revolve round the perpendicular as an axis thus generating a solid of revolution resembling an inverted spinning top, find h in terms of b when the surface of the cone generated is equal to that of the segment of the sphere.

SECTION B.

6. Find the equation of the line joining the origin to the intersection of the lines :—

$$2x + 3y + 1 = 0$$

$$3x - 4y = 5.$$

7. Find the equation of the circle circumscribing the triangle that the line $\frac{x}{6} + \frac{y}{8} = 1$ cuts off from the axes supposed rectangular : find also the co-ordinates of the point of contact with this circle of the tangent parallel to the axis of x .

8. Prove that the locus of a point which cuts a system of parallel chords of a given circle in a fixed ratio is an ellipse : show in a diagram the position of the locus in question with regard to the circle.

9. Find the equation of the normal to the ellipse $\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1$ at the point h, k . Hence show that in the case of the circle every normal passes through the centre.

10. Find the co-ordinates of the intersection of the tangents at the points (x_1, y_1) (x_2, y_2) , to the parabola $y^2 = px$.

HISTORY (FIRST PAPER) : Civil History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions are to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each.

Mr. DEWAR, Head Inspector.

Mr. SHIPLEY, District Inspector.

1. What statutory provision for the relief of the poor was made in the reign of Elizabeth?

2. Discuss the rival claims to the English throne on the death of Elizabeth. Account for the quiet accession of the King of Scots.

3. Describe the chief measures taken by the Parliament to secure control of the military resources of the country when the struggle with Charles I. was impending.

4. For what reasons did Cromwell support France against Spain? Point to some actions that show the vigour of his foreign policy.
5. Give a short description of the campaign of William III. in Ireland.
6. What event mainly induced the English to conclude the Peace of Utrecht? Give the articles of that Peace so far as they affected England.
7. Describe the administration of Sir Robert Walpole.
8. Give a full account of the victory which laid the foundation of the Empire of England in the East.
9. What reverse to the British troops was the turning point in the American War of Independence? What were its immediate effects in England and in France.
10. Sketch the events which led to the Union of England and Ireland.

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HISTORY (SECOND PAPER): Constitutional History of Great Britain and Ireland from 1588 to 1815.—100 Marks.

Two hours allowed for this paper.

N.B.—Only five questions are to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Mr. DEWAR, Head Inspector.

Mr. SEMPLE, District Inspector.

- Describe briefly the principal functions of the House of Commons. Which is most important?
- Under what circumstances was the exclusive jurisdiction of the House of Commons over the election of its members finally established?
- Trace the origin and growth of the equitable jurisdiction of the Court of Chancery.
- Discuss the settlement of the revenue by the Convention Parliament.
- Trace the growth of a standing army in England. What occasioned the Mutiny Act, and what are its chief provisions?
- What events led to the impeachment of the Earl of Danby? Show that his defence was incompatible with the modern theory of the Constitution.
- How did the Dispensing Power claimed by English Sovereigns grow up? How was its exercise extended by Charles II. and James II.?
- How were the legislative powers of the Irish Parliament restricted previous to 1782?
- Account for the survival of Jacobitism in England during the reigns of the first two Georges.
- Compare the constitution of the Scotch Parliament with that of the English.

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IV.—QUESTIONS set to Candidates for Second Division of First Class and for Second Class.—*New Programme.*

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. DEWAR, Head Inspector.

Mr. KATH, District Inspector.

Write :—

- (a.) *as a headline in large hand,*
(b.) *as a headline in small hand,*
(c.) and (d.) *in a neat legible hand.*

- (a.) Now, joy, old England, raise !
(b.) Their shots along the deep proudly shone.
(c.) "Come hither, hither, my staunch yeoman,
Why do'st thou look so pale !
Or do'st thou dread a French foeman ?
Or shiver at the gale ?"
"Deem'st thou I tremble for my life !
Sir Childe, I'm not so weak ;
But thinking on an absent wife
Will blanch a faithful check."

(d.) This was not to be. Yet the place of interment was not ill-chosen. Behind the chancel of the parish church of Daylesford, in earth which already held the bones of many chiefs of the house of Hastings, was laid the coffin of the greatest man who has ever borne that ancient and widely extended name. On that very spot, probably, fourscore years before, the little Warren, meanly clad and scantily fed, had played with the children of ploughmen.—LORD MACAULAY.

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. DEWAR, Head Inspector.

Mr. WELBY, District Inspector.

Through the perpetual twilight, tall columnar trunks in thick profusion grew from a floor chequered with lights and shadows. Each shaft of the forest rose to a preternatural height, the many branches intermingling in the space above, to form a stately canopy. Foliage, flowers, and fruit of colossal luxuriance, strange birds, beasts, griffins, and chimeras in endless multitudes, the rank vegetation and fantastic zoology of a fabulous world, seemed to decorate and to animate the serried trunks and pendent branches, while the shattering symphonies of the organ suggested the rushing of the wind through the forest—now the full diapason of the storm, and now the gentle cadence of the evening breeze,

Internally, the church was rich beyond expression. All that opulent devotion could devise, in wood, bronze, marble, silver, gold, precious jewellery, or sacramental furniture, had been profusely lavished. The penitential tears of centuries had incrustated the whole interior with their glittering stalactites. Divided into five naves, with external rows of chapels, but separated by no screens or partitions, the great temple forming an imposing whole, the effect was the more impressive, the vistas almost infinite in appearance. The wealthy citizens, the twenty-seven guilds, the six military associations, the rhythmical colleges, besides many other secular or religious sodalities, had their own chapels and altars. Tombs adorned with the effigies of mailed crusaders and pious dames covered the floor, tattered banners hung in the air, the escutcheons of the Golden Fleece, an order typical of Flemish industry, but of which emperors and kings were proud to be the chevaliers, decorated the columns.

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GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Dr. MORAN, Head Inspector.
Dr. BEATTY, District Inspector.

1. He said it *that* knew it best and *had* by nature *himself* no advantage in *that* he commended. A strange *thing* that that part of an orator which is *but* superficial, and rather the *virtue* of a player, should be placed so high above those other noble parts of invention, elocution, and the rest; nay, almost alone, as if it were all in all.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Give a complete analysis of the following :—

Tell her that wastes her time and me,
That now she knows,
When I resemble her to thee,
How sweet and fair she seems to be.

3. Correct (giving reasons) or justify the following expressions :—

- (a.) Let each esteem other better than themselves.
- (b.) The fairest of her daughters, Eve.
- (c.) You appear to me to have been fatigued.

4. Trace the derivation of :—surgeon, trefoil, elbow, new-fangled, sty, orchard.

5. Frame sentences to illustrate how a noun sentence may be :—

- (1) the subject of the principal sentence ; or
- (2) the object of the main verb ; or
- (3) the nominative after *is* ; or
- (4) in apposition with a noun.

Appendix.	6. Define and exemplify the reflexive object, the cognate object, the
Section III.	factive object.
IV.	7. Describe the structure of the sonnet.
Exami- nation Questions.	8. Explain clearly and fully what is meant when it is said that adjectives are implicit predicates; and that they enlarge the content of the idea expressed by the noun.
Male and Female Teachers.	9. Classify, with examples, the ways in which compound prepositions are formed.
B Papers.	10. Frame sentences as examples of the use of :—
New Pro- gramme.	(a.) The gerund.
	(b.) The verbal noun:
	(c.) The gerundial infinitive.

ENGLISH COMPOSITION.—50 Marks

Two hours allowed for this paper.

N.B.—Only one subject to be attempted.

Mr. EARDLEY, Head Inspector.
Mr. McNEILL, District Inspector.

1. Our Island Home.
2. The Night Sky.
3. "A soft answer turneth away wrath."

C and B
Papers.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Dr. MORAN, Head Inspector.
Mr. MURPHY, District Inspector.

1. Draw a map of England and Wales (Western coast-line only) showing the mountain ranges and rivers which form the Western drainage system of the country.

2. On the outline map of the World supplied to you, indicate, by shading or colouring with pen, pencil, or crayon, our continental possessions, and mark the position of Trinidad, Perim Island, Ascension, Jamaica, Labuan, and the following ports :—Victoria, Freetown, Port Louis, Kingston.

3. Give a description of two of the following territories, as to boundaries, natural features, resources, and chief towns :—British Columbia, Natal, Manitoba, Burmah.

4. Write out complete but concise notes for a class-lesson on (a) permanent winds, and (b) variable winds.

5. Give as detailed an account as possible of the products and of the commercial ports of Canada. *Appendix, Section III.*
6. Describe as fully as you can the plains of South America. *IV.*
7. Compare Ireland and Scotland as to area, population, industry, and commerce. *Examination Questions.*
8. Name and say what you know of the principal British ports of call between England and Hong Kong via Suez Canal. *Male and Female Teachers.*
9. Account for the following facts:—
 (a.) The greatest height of the snow-line is found more than a thousand miles from the equator. *C and B Papers.*
 (b.) There are parts of the world where no rain falls. *New Programme.*
 (c.) There are high tides in the Red Sea, but scarcely any in the Baltic.
10. Where are the principal coal-fields of Wales and Scotland situated? Name the industries that flourish in the vicinity of any two.

ENGLISH LITERATURE.—70 Marks.

B Papers.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one at least from each Section, A, B, C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. McALISTER, District Inspector.

SECTION A.

- Describe the Masque of Comus, narrate the circumstances in which it was produced, and mention some of Milton's predecessors in this form of composition.
- Give an account of Hudibras and its author.
- Name the author and state the subject of each of the following works:—
 (a.) "The Rehearsal";
 (b.) "Sylva";
 (c.) "Absalom and Achitophel";
 (d.) "Epithalamium."
- Sketch the plan of Bacon's "Instauratio Magna," and show clearly how much of it he was able to complete.

SECTION B.

- Give either the passage in which Bassanio describes the character of Antonio to Portia, or that in which he describes the character of Portia to Antonio, quoting the original as closely as you can, and supplying the substance of the remainder in your own words.

D

Appendix.

Section III, as far as it is required, for the elucidation of the sense:—

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gramme.

6. Write explanatory notes upon the following, and state the context, as far as it is required, for the elucidation of the sense:—

(a.) "Well, if any man in Italy have a fairer table";

(b.) "In which predicament I see thou standest";

(c.) "Now he goes

With no less presence, but with much more love

Than young Alcides";

(d.) "Hard food for Midas, I will none of thee";

(e.) "What have we here!

A carrion death."

7. State the sources from which Shakespeare obtained the plot of the Merchant of Venice, and discuss the evidence as to the date of the composition of the play.

SECTION C.

8. What does Bacon say as to—

(a.) The choice of a physician;

(b.) The regulation of ordinary expenses?

9. In each of the following complete the quotation:—

(a.) The four pillars of government, which are

(b.) And yet boldness is a child of

(c.) Fortune is to be honoured and respected, and if it be let for her daughters

(d.) Men's behaviour should be like their apparel

(e.) For it is the solecism of power to think

10. Give the substance of the essay "Of Delays," or "Of Beauty."

ARITHMETIC.—100 Marks.

Male
Teachers.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.*

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. When is a sum of money said to bear compound interest? How do we find the amount at compound interest of a sum of money for any number of years, and at any rate per cent.?

2. A vulgar fraction in its lowest terms has 33 for denominator. Prove that when changed to a decimal the result must be a pure circulating decimal.

3. State and prove the rules usually employed for working questions in (a) simple fellowship, and (b) compound fellowship.

4. If the number of persons born in any year be $\frac{1}{4}$ of the whole population at the commencement of the year, and the number of those who die $\frac{1}{5}$ of it; find in how many years the population will be doubled, having given $\log 2 = \cdot 301030$, $\log 3 = \cdot 477121$, $\log 181 = 2\cdot 257679$. Appendix,
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5. Transform 5100015 from the scale of 9 to the scale of 12.
6. A person invested part of £1,000 in $3\frac{1}{2}$ per cent. stock at 80 and the remainder in 5 per cent. stock at 112, and his joint income from both was £44 1s. 3d. What was the amount of each investment?
7. Convert $1\frac{1}{5}$ to a continued fraction by a method which will show the reason for each step in the process.
8. At the end of each year a man adds to his capital $\frac{1}{5}$ of its amount at that time, and then finds that at $4\frac{1}{2}$ per cent. the interest for the fifth year is £115 4s. What capital did he start with?
9. Establish a formula for the present worth of an annuity, being given the amount, the rate of interest, and the time.
10. (a) State the rule for calculating mentally the interest on any sum for any number of days at 5 per cent. per annum. (b) Show clearly how to calculate mentally by means of this rule the interest on £960 for 126 days at $3\frac{3}{4}$ per cent. per annum.

ARITHMETIC.—100 Marks.

Female
Teachers.

FEMALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.
Mr. McENERY, District Inspector.

1. If a vulgar fraction be reduced to a decimal, show under what circumstances we shall obtain (a) a terminating decimal, (b) a mixed circulating decimal, (c) a pure circulating decimal.
2. Simplify $\frac{1}{2} \times \frac{1\frac{1}{2}}{1\frac{3}{4}} \div \left\{ \left(\frac{3}{17} \times 1\frac{1}{2} \right) - \frac{1}{18\frac{8}{9}} \right\} - \frac{35}{48}$.
3. A boat is rowed one mile in $5\frac{1}{2}$ minutes, another is rowed the same distance in $5\frac{3}{4}$ minutes; if they start simultaneously from the opposite ends of a four-mile course, at what distance from either starting point will they meet?
4. The third-class railway fare in France is 5 centimes per kilometre, and in England 1 penny per mile. Taking 1 yard to be 0·9144 metre and £1 to be 25·17 francs, find by how much per cent. the English rate exceeds the French. 1 kilometre = 1,000 metres, 100 centimes = 1 franc.
5. (a) State the rule for calculating mentally the interest on any sum for months at 6 per cent. per annum.
(b) Show clearly how to calculate mentally by this rule the interest on £480 for 15 months at 9 per cent. per annum.

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6. A and B undertake to do each half of a piece of work. A begins at 9 a.m. and B at 10.30 a.m.; both stop at 12 o'clock, having done one-third of the work between them. They resume work at 1 p.m., and A finishes his share at 4 p.m.; when will B have finished?

7. Explain by means of an example the rule for the extraction of the square root.

8. Find the present value of a bill for £6,433 3s. 4d., due three months hence at $3\frac{1}{2}$ per cent.

9. A man who has invested £6,480 in $2\frac{1}{2}$ per cent. Consols at 106 sells out at 112, and invests the proceeds in 6 per cent. Preference shares, thereby increasing his income by £90. At what price did he buy the Preference shares? (Neglect brokerage.)

10. State and prove the rule for determining the rate when the principal, interest, and time are given. (Simple Interest.)

Male
Teachers.

ALGEBRA.—100 Marks.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. McCLECKOCK, District Inspector.

1. A grocer has two incorrect weights, one as much over 1 lb. as the other is under 1 lb., and he finds that on selling 511 lbs. 14 oz. of tea at 2s. 6d. a lb., he gains £2 more by using the lighter weight than he would have done by using the heavier; what were the respective weights?

2. Extract the square root of—

$$\frac{3}{x^3} (3x^{-1} - 4y^{\frac{1}{2}}) + (xy)^{\frac{1}{2}} (x^{\frac{1}{2}} - 4y^{\frac{1}{2}}) + 2y^{\frac{1}{2}} (3 + 2y^{\frac{1}{2}})$$

3. The first and fifth terms of an Arithmetical Progression are 9 and 1 respectively. How many terms must be taken to amount to -416? Explain the double result you find.

4. Find one set of positive values for x , y , and z , which satisfies the equations—

$$\begin{aligned} x + y + 2z &= 15, \\ xy + 2(yz + xz) &= 70\frac{1}{10}, \\ x^2 + y^2 - \frac{1}{2}z &= 62. \end{aligned}$$

5. If $a + b + c = 0$, prove that—

$$(a^2 + b^2 + c^2)^2 = 2(a^4 + b^4 + c^4).$$

6. Prove that the n th coefficient in the expansion of $(1 - x)^{-n}$ is the double of the $(n - 1)$ th.

7. Find two numbers of which 8 and $6\frac{2}{3}$ are the Geometric and Harmonic means respectively.

8. Simplify—

$$\frac{(14 + 6\sqrt{5}) + (14 - 6\sqrt{5})}{(11 + 2\sqrt{30})^2 - (11 - 2\sqrt{30})^2}$$

9. If a, b, c, d are in continued proportion, prove that—

$$\frac{6a + 7d}{4a - 5d} = \frac{6a^2 + 7d^2}{4a^2 - 5d^2}$$

10. If $x + \frac{1}{x} = y$, express $x^6 + \frac{1}{x^6}$ in terms of y .

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ALGEBRA.—100 Marks.

FEMALE TEACHERS.

Female
Teachers.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. MCCLINTOCK, District Inspector.

1. A person bought a number of £20 railway shares when they were at a certain rate per cent. discount for £1,500, and afterwards, when they were at the same rate per cent. premium, sold them all but 60 for £1,000. How many shares did he buy, and what did he give for each of them?

2. Extract the square root of—

$$9x^4 + 4x^{-2} + 2x^{-1} (1 + 6x^4) - 2\sqrt{2}x^{-1} (3x + 2).$$

3. Find the factor which will rationalise

$$3 - 2,$$

and obtain the rational product.

4. Expand $(1 - x^2)^{-1}$ to five terms; and find, in its simplest form, the middle term in the expansion of $(1 + x)^{2n}$.

5. Prove that if the difference between the antecedent and the consequent of a ratio be small compared with either of them, the ratio of their squares is nearly obtained by doubling this difference.

6. The sum of n terms of an Arithmetic series is

$$n(b^2 + a^2) - n(n-3)bx,$$

find the n th term, and determine the series.

7. Find, from first principles, the sum of an infinite number of terms of a decreasing Geometrical progression whose first term is a and common ratio r ; and show that each term of such a progression bears a constant ratio to the sum of all the terms that follow it.

8. If

$$x + y + z = 2a, \text{ and}$$

$$x^2 + xy + y^2 + a^2 = 2a(x + y),$$

show that—

$$(x-a)^2 + (y-a)^2 + (z-a)^2 = a^2.$$

Appendix. 9. Find one set of positive values for x , y , and z , which satisfies the
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$$\begin{aligned} 2x - x - y &= 6, \\ x^2 - x^2 - y^2 &= 9, \\ 4x - xy &= 0. \end{aligned}$$

Female
Teachers.

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gramme.

10. Resolve the expression—
 $2(a^2 + b^2) - ab(a^2 + b^2) (2ab - 3a^2 + 3b^2)$
into five simple factors.

Male
Teachers.

GEOMETRY.—70 Marks.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions are to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. Give Euclid's proof that similar triangles have their areas to one another in the ratio duplicate of their homologous sides.

2. Prove that the sum of the squares on any two lines is equal to twice the square on half the sum plus twice the square on half the difference of the lines.

3. Inscribe a regular hexagon in a given circle.

4. Prove that (1) similar polygons may be divided into the same number of similar triangles; (2) the corresponding triangles have the same ratio to one another which the polygons have; (3) the polygons are to each other in the duplicate ratio of their homologous sides.

5. Prove that if two triangles have one angle in one equal to one angle in the other, and the sides about these angles reciprocally proportional the triangles are equal in area.

6. If from any point without a circle lines be drawn to the concave circumference, then (1) the maximum is that which passes through the centre; (2) of the others, that which is nearer to the one through the centre is greater than one more remote. Again, if lines be drawn to the convex circumference, (3) the minimum is that whose production passes through the centre; (4) of the others, that which is nearer to the minimum is less than one more remote. (5) From the given point there can be drawn two equal lines to the convex or the concave circumference, both of which make equal angles with the line passing through the centre; (6) more than two equal lines cannot be drawn from the given point to either circumference.

SECTION B.

Appendix.

7. If one of the vertices of a triangle of given form remained fixed, and the locus of another be a straight line, prove that the locus of the third vertex is also a straight line.

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8. Bisect a triangle by a line perpendicular to one of its sides.

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9. Prove, without using the propositions of the Sixth Book of Euclid, that the sum of the equilateral triangles described on the sides of a right-angled triangle is equal to the equilateral triangle described on the hypotenuse.

Male
Teachers.

10. Construct a triangle being given the centres of the escribed circles.

B Papers.

New Pro-
gramme.

GEOMETRY.—70 Marks.

Female
Teachers.

FEMALES TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each. Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. Describe to a given triangle a parallelogram equal to a given rectilinear figure, and having an angle common with an external angle of the triangle.

2. In equal circles, angles at the centres or at the circumferences have the same ratio to one another as the arcs on which they stand, and so also have the sectors.

3. Inscribe a regular polygon of fifteen sides in a given circle.

4. If two chords of a circle intersect in a point within the circle, the rectangles contained by the segments are equal.

5. If the segments into which a line drawn from any angle of a triangle divides the opposite side be proportional to the adjacent sides, that line bisects the angle.

6. Prove that if the rectangle contained by the extremes of four right lines be equal to the rectangle contained by the means, the four lines are proportional.

SECTION B.

7. Prove that if a straight line DE be drawn parallel to the base BC of an isosceles triangle ABC, and the points B, E be joined, the square on BE shall be equal to the rectangle contained by BC and DE, together with the square on CE.

8. Prove that if a triangle be described about a circle, the lines from the points of contact of its sides with the circle to the opposite angular points are concurrent.

9. Through a given point in a given circle draw a chord so that it shall be divided at the point in a given ratio.

10. Prove that the feet of the perpendiculars let fall on the sides of a triangle from any point in the circumference of the circumscribed circle are co-linear.

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MENSURATION.—30 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. All the questions in this paper are of equal value, six marks being assigned to each.

Mr. EARDLEY, Head Inspector.

Mr. McGLADE, District Inspector.

1. A hollow pontoon has a cylindrical body 20 feet long, and hemispherical ends, and is made of metal $\frac{1}{2}$ of an inch thick; the outside diameter is 3 feet 4 inches; find its weight, having given that a cubic inch of the metal weighs $4\frac{1}{2}$ ounces.

2. Twenty cylindrical blocks, each of which is 10 feet long and 18 inches in diameter, are to be sawn lengthwise into slabs 3 inches thick; find the cost of sawing, at the rate of 5s. per 100 square feet.

3. Two circles whose radii are 12 and 10 inches respectively intersect, and their common chord (lying between their centres) is 12 inches; find the perimeter of the lune which is portion of the smaller circle.

4. A tent is made in the form of a conic frustum, surmounted by a cone. The diameters of the base and top of the frustum are 14 and 7 feet, its height 8 feet, and the total height of the tent 12 feet; find the quantity of canvas required for it.

5. If a right leaden prism 22 feet long, whose ends are equilateral triangles, each side of which measures 6 inches, is melted down and recast into spherical bullets $\frac{1}{2}$ inches in diameter, find how many such bullets it will yield.

6. Find the weight of a right hollow cylinder of cast-iron, 20 feet long, 6 feet in diameter outside, and 4 feet inside, the weight of a cubic foot of the iron being 448 lbs.

7. The area of the curved surface of a segment of a sphere whose radius is 10 inches is $251\frac{1}{2}$ square inches. Find the volume of the segment.

8. The area of a given circle of radius 10 feet is divided into two parts by an arc AB of a circle whose centre O, as well as the points A, B, of the arc, is on the circumference of the given circle. If the angle AOB is 90° , find the areas of the two parts.

9. The outer surface of a spherical shell is $346\frac{1}{2}$ square inches, and the inner surface is 154 square inches; find the volume and the thickness of the shell.

10. Sketch the plan, and calculate the area, of a field ADREC from the following notes:—

	Yards	
	To B	
	480	
E 270	350	
	170	300 D
C 190	120	
	From A	

BOOK-KEEPING.—40 Marks

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

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Dr. ALEXANDER, Head Inspector.

Mr. P. J. FITZGERALD, District Inspector.

1. My Assets on 1st January, 1898, were:—Cash on hand, £37 14s. 8d.; Cash at Bank, £185 7s.; Goods, £360 4s.; due by D. Wenn to me, £54; Business Premises, valued at £500. My Liabilities are:—Bill payable, No. 16, due 28th January, £160; I owe J. Brown £60.

	£	s.	d.
Jan. 2. Sold to D. Wenn, Goods,	160	4	0
" 13. Bought of M. Finn, Goods, for which I paid by cheque,	140	0	0
" 18. Received consignment of Goods from S. King to be sold at his risk,	250	0	0
" " Paid Cash for carriage of this consignment,	3	6	0
" 20. D. Wenn, having compounded with his Creditors, pays 13s. 4d. in the £. I receive Cash, £142 16s., and write off the balance of his account as a bad debt.			
" 28. Retired Bill payable, No. 16, due this day,	160	0	0
" 29. S. King's consignment is sold, and realized as per Sales Book, £270. My Commission, at $2\frac{1}{2}$ per cent., is £6 15s. Reunited S. King balance of sale of Consignment,	263	5	0
" 31. I owe L. Woods for repairs to Warehouse,	9	0	0

Journalize the above transactions.

2. Journalize the following:—

- Paid into Bank, A. Lincoln's Acceptance for Discount, £150. Discount charged, 15s.
- Bank advises that A. Lincoln's Acceptance has not been taken up, £150; charging me with noting charges, 1s. 6d.
- T. Wilson's Acceptance for £160 is protested, and I pay the amount to save his honour.
- My Acceptance to W. Wright and Co. for £401 10s. 6d. is returned dishonoured, with notarial charge of 1s. 6d.

3. Messrs. Stuart and Lennox enter into Partnership. Stuart contributes £1,000, and Lennox £1,500. The Net Profits are to be divided in proportion to the capitals of the Partners. During the course of the year Stuart has drawn £100 for Private Expenses, and Lennox £120. The gross Profits for the year are £300. Show the Capital Accounts of the Partners as they stand at the close of the year.

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4. The following is the Trial Balance of John Merchant's books :—

	Dr.			Cr.		
	£	s.	d.	£	s.	d.
Cash,	670	9	6	645	10	0
Bank,	1,663	5	0	320	15	0
Goods,	1,100	5	0	806	15	0
Bills receivable,	323	0	0	248	0	0
L. Marsden,	95	0	0	95	0	0
M. Payton,	222	0	0	182	0	0
Clifton and Co.,	327	10	0	361	10	0
Bills payable,	100	0	0	335	0	0
Capital,	—			1,657	10	0
A. Brandon,	221	0	0	125	0	0
Discount,	1	8	0	2	10	0
Bad debts,	5	12	6	—		
Business expenses,	50	0	0	—		
	<hr/> £4,779 10 0 <hr/>			<hr/> 4,779 10 0 <hr/>		

Value of Goods unsold, £396.

Make out J. Merchant's Balance Sheet from the above particulars.

5. A small trader commences business with £200. Placing £160 in Bank he purchases 8 hogsheads of sugar at £15 per hhd., and gives a Bill of Exchange in settlement. He also sells 7 hogsheads at a profit of 20 per cent., taking from the purchasers an Acceptance, which he discounts at 6s. 2d. discount with his Bankers, with whom he lodges the proceeds.

Exhibit these transactions in the form of Journal entries.

6. State and explain the transactions of which the following are Journal entries :—

	£
June 1st. £120, Capital Dr. to Bank,	120
„ 2nd. £158, Bank Dr.	
£2, Profit and Loss Dr.	
„ 3rd. £100, Bills payable Dr.—	
To Cash,	99
„ Profit and Loss,	1
„ 4th. £25, Cash Dr.	
£115, Bad Debts Dr.	
To J. Smith,	140

7. Journalize :—

	£	s.	d.
(a.) Paid W. Joyce for extension of Premises, New Shed, as per contract,	186	0	0
Less his Debt,	85	14	6
(b.) Shipped 50 tons sheet iron to P. Smith, Copenhagen, at £8 per ton,	400	0	0
Received cheque from his agent,	391	10	0
Less Discount,	8	10	0
(c.) Received from T. Hodder repayment of Loan,	150	0	0
Interest agreed upon,	2	0	0
(d.) Took up my acceptance to J. Crows,	390	6	4
Discount deducted,	4	15	9
Paid him by cheque,	385	10	7

8. (a.) W. Wells, who has owed me £100 for 3 years, pays me now the amount of his Account with £10 Interest.

(b.) H. Gwynne, who owed me £50 at opening of Books, has overpaid his Account, giving me £52 10s.

Open and close my Accounts with Wells and Gwynne.

9. Consigned to C. Cortez, of Oporto, to be sold by him on my account :—

	£	s.	d.
Goods invoiced at	450	0	0
Paid freight on above,	8	10	0
Received Account Sales of this consignment, showing net gain,	85	10	8
Received from C. Cortez a cheque on Bank of England in settlement of consignment,	535	16	8
His Commission,	13	10	0

Journalize above transactions.

10. Assuming that no entries or transfers are to be made in the Ledger, except as postings from the Journal, show how to rectify the following errors :—

(a.) I have Journalized "Cash Dr. to Thos. Smith, £21 16s.," when the amount should have been £23 16s.

(b.) I have posted £23 to the Dr. side of Goods and to the Cr. side of J. Jones, instead of to the Cr. side of Goods and to the Dr. side of J. Jones.

(c.) I have posted from the entry, "Goods Dr. to W. Johnson," to the right hand side of Goods Account, but not at all to the Account of Johnson.

(d.) I have posted £30 to the Dr. side of John Browne's Account instead of to the Dr. side of William Brown's Account.

AGRICULTURE.—50 Marks.

MALE TEACHERS.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. KELLY, District Inspector.

1. Give an account of the earth-worm as an agent in soil formation.
2. Write notes on the wire-worm, the black-grub, the ichneumon fly, the beet fly.

3. According to what circumstances is the burning of land beneficial or injurious? Explain fully.

Appendix.
Section III.
IV.
Examination Questions.
Male and Female Teachers.
C¹ and B Papers.
New Programme.

Male Teachers.
B Papers.

Appendix.

Section III.

IV.

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Male

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New Programme.

4. State what you know of "raftering" and of the "warping" of land.

5. For what properties is perennial rye grass recommended?

6. Describe the method of treating calves intended for the dairy, and state the grounds for the treatment you recommend.

7. Indicate the points that may be taken as signs of good milking quality in cows.

8. Describe the system of "shield budding." What precautions are to be taken in doing this work? When should the budding be done?

9. Indicate the various ways in which lime is beneficial as a manure. In what forms is it applied? Write short notes on each of these forms.

10. How is silage now generally made? What causes produce sweetness or sourness in silage?

Female Teachers.

AGRICULTURE.—50 Marks.

FEMALE TEACHERS.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. MORAN Head Inspector.

Mr. KELLY, District Inspector.

1. Give an account of the part played by (a) crops, and (b) bacteria in the production of nitrogen in the soil.

2. State what you know of the Jersey breed of cattle.

3. How is the existence of "foul brood" in a hive ascertained? Specify the causes which encourage this disease, and describe the best methods of checking its progress.

4. Name and describe the three principal fatty matters of which butter is composed.

5. How would you irrigate land having a steep incline? Enumerate the benefits produced by irrigation.

6. In what circumstances is the "Ditch and Bank" fence recommended? Explain. State the method of making such a fence, including the planting of a white thorn hedge.

7. Enumerate and describe the different kinds of harrows, and state their respective uses.

8. What points of cattle indicate excellence in fattening qualities?

9. Write notes on the rearing and fattening of ducks.

10. Give an account of the method of propagating vegetable marrow

THEORY OF METHOD.—100 Marks.

MALE TEACHERS.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. HUGHES, District Inspector.

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gramme.

1. In maintaining discipline do not multiply rules, yet the whole school should move and work, even in the minutest details, by rule. Show that these two directions are not inconsistent.

2. What are the considerations that would influence you in drawing up a time table? Construct a time table suitable for a mixed school having an assistant and a monitor, where two "meetings" take place daily.

3. Explain clearly why Grammar is pre-eminently a subject for the Inductive method of teaching. Illustrate your answer by notes of a grammar lesson in this method.

4. What is meant by a "Concept"? Show by an example that school exercises are helpful in the formation of "Concepts."

5. "If we wish to awaken the imagination, our teaching of the facts of Geography must depart from the arrangement generally found in text books." Explain and illustrate this statement.

6. Write notes of a lesson on the formation of deltas and estuaries.

7. Show the twofold work accomplished by teaching Arithmetic as a science. Enumerate the qualities of mind developed by this study.

8. Discuss the question of sloping versus vertical handwriting.

9. Should the teaching of English Grammar begin with parsing or analysis? Give full reasons for your answer.

10. Write full notes for the explanation of—

Are not these woods
More free from peril than the envious court?
Here feel we hut the penalty of Adam,
The season's difference; as, the icy fang,
And churlish chiding of the winter's wind;
Which when it hites and blows upon my body
Even till I shrink with cold, I smile, and say,
This is no flattery; these are counsellors
That feelingly persuade me what I am.

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Section III,
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New Programme.

THEORY OF METHOD.—100 Marks.

FEMALE TEACHERS.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.

Mr. HUGHES, District Inspector.

1. In maintaining discipline do not multiply rules, yet the whole school should move and work, even in the minutest details, by rule. Show that these two directions are not inconsistent.

2. What are the considerations that would influence you in drawing up a time table? Construct a time table suitable for a mixed school having an assistant and a monitor, where two "meetings" take place daily.

3. Explain clearly why Grammar is pre-eminently a subject for the inductive method of teaching. Illustrate your answer by notes of a grammar lesson in this method.

4. Show the great importance of drawing, both as an educating influence and as a preparation for practical life.

5. "If we wish to awaken the imagination our teaching of the facts of geography must depart from the arrangement generally found in text-books." Explain and illustrate this statement.

6. Write notes of a lesson on the formation of deltas and estuaries.

7. Show the twofold work accomplished by teaching arithmetic as a science. Enumerate the qualities of mind developed by this study.

8. Describe how Kindergarten is utilised as a means of systematic training in the English language. With what gift does this training begin?

9. Should the teaching of Grammar begin with parsing or analysis? Give full reasons for your answer.

10. Write full notes for the explanation of—

Are not these woods

More free from peril than the envious court?
Here feel we but the penalty of Adam,
The season's difference; as, the icy fang,
And churlish chiding of the winter's wind;
Which when it bites and blows upon my body,
Even till I shrink with cold, I smile, and say,
This is no flattery; these are counsellors
That feelingly persuade me what I am.

MECHANICAL DRAWING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being assigned to each.

Dr. ALEXANDER, Head Inspector.

Mr. CRAIG, District Inspector.

SPECIAL INSTRUCTIONS.

The constructions must be strictly geometrical, and not the result of calculation or trial.

A single accent (') signifies feet, a double accent (") inches.

Lines parallel or perpendicular to others may be drawn without showing any construction.

1. A county map is drawn to a scale of $\frac{1}{2}$ " to a mile. Construct a diagonal scale to measure miles, furlongs, and chains on this map. On the scale, mark a length of 2 miles, 5 furlongs, 6 chains. What is the representative fraction?

2. To the scale of 4 feet to an inch and to the given dimensions, construct the polygon, *a, b, c, d, e*, diagram No. 2 on accompanying sheet, and about it describe a circle.

3. A line intersects two parallel lines which are 2.5" apart at an angle of 120°. Describe a circle touching the three lines.

4. The lines AB and CD (see diagram No. 4 on accompanying sheet) are the lengths of the axes of an ellipse. Find the foci and draw the curve.

5. Copy the design No. 5 given on the accompanying sheet, sides of squares and of octagons to be $\frac{1}{2}$ ".

N.B.—No marks will be given for this question if the pattern is merely pricked off.

6. Reduce the given polygon, diagram No. 6 on accompanying sheet, to a triangle with base AB, and having angle ABC for one of its base angles.

7. (a) A line AB, 3.5" long, is inclined to the horizontal plane at 36°, and its plan makes an angle of 20° with XY. Show its elevation.

(b.) The plan of a line is 2" long and its elevation is 3". The projectors of its extremities are 1" apart, measured along XY. What is its true length and inclination?

8. A rectangle, 4" long by 2" broad, is inclined 50° to the paper, one of its diagonals being horizontal. Draw plan and elevation.

9. Draw plan and elevation of a square pyramid, base 1.5 side, height 3.5", when one of its long edges is inclined 20° to the paper.

10. The plan and elevation of a triangular prism are given, diagram No. 10 on the accompanying sheet. Draw the elevation on the line *x' y'*.

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OBJECT DRAWING—SHADED.—50 Marks.

One hour and a half allowed for this subject.

Dr ALEXANDER, Head Inspector.

Mr. CRAIG, District Inspector.

INSTRUCTIONS TO CANDIDATES.

1. A shaded drawing of the models placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

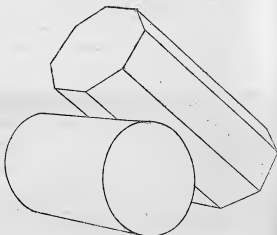
The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

OBJECT DRAWING—SHADED.

INSTRUCTIONS TO SUPERINTENDENTS.

On a drawing board covered with a sheet of white paper and elevated about 2 feet 6 inches above the ground the Superintendent will place an octagonal prism and a cylinder in the positions figured below.

The light should, if possible, come from above over the candidate's left shoulder and so fall obliquely on the models.



HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Appendix.

Two hours allowed for this paper.

Section III.,
IV.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are of equal value, ten marks being assigned to each.

Exami-
nation
Questions.

Mr. STRONG, Head Inspector.

Male
and Female
Teachers.

Mr. MORGAN, District Inspector.

B Papers.

(Dates are to be given where necessary).

New Pro-
gramme.

1. Give an account of the career of Devereux, Earl of Essex.
2. What part did James I. take in the affairs of the Palatinate?
3. Give an account of the levy of ship-money by Charles I.
4. How was the Irish rebellion of 1641 caused? Give some account of it.
5. What was the Solemn League and Covenant?
6. On what charges was the Earl of Clarendon dismissed from office? How had he offended both political parties?
7. What reasons induced Cromwell to join with France against Spain?
8. Give an account of Monmouth's rebellion.
9. Write a short biography of any two of the following:—
 - (a.) General Ireton;
 - (b.) Sir John Perrot;
 - (c.) Titus Oates;
 - (d.) Earl of Bothwell.
10. What illegal acts in Ireland were included in the articles of impeachment of Strafford?

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Mr. STRONG, Head Inspector.

Mr. CONNELLY, District Inspector.

SECTION A.

1.—(a.) Translate into English:—

"Nate Deū, quæ nunc animo sententia surgit?
Omni tuta vides, classem, sociosque receptos.
Unus abest, medio in fluctu quem vidimus ipsi
Submersum: dictis respondent cetera matris."
Vix ea fatus erat, quum circumfusa repente
Scindit se nubes, et in æthera purgat apertam.
Restitit Æneas, clausique in luce refolsit,
Os humerosque Deo similis: namque ipsa decoram
Cæsariem nato genitrix, lumenque juventæ
Purpureum, et lætos oculis afflârat honores:
Quale manâs addunt ebori decus, aut ubi flavo
Argentum Pariusve lapis circumdatur auro.

(b.) Explain the construction of *submersum*, *as*, *purgat*, in the above passage.

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2. —(a.) Translate into English :—

Sed in omni oratione mementote eam me senectutem laudare, quae fundamentis adolescentiae constituta sit. Ex quo efficitur, id quod ego magno quondam cum assensu omnium dixi, miseram esse senectutem, quae se oratione defenderet. Non cuni nec rugae repente auctoritatem arripere possunt, sed honeste acta superior aetas fructus capit auctoritatis extremos. Haec enim ipsae sunt honorabilia, quae videntur levia atque communia, salutari, adpeti, decedi, adsurgere, deduci, reduci, consuli; quae et apud nos et in aliis civitatibus, ut quaeque optime morata est, ita diligentissime observantur.

(b.) Explain the use of the mood in *quae constituta sit*, *quae defenderet*, *quae videntur*, *quae observantur*.

3.—(a.) Translate into English :—

Verum ergo illud est, quod a Tarentino Archyta, ut opinor, dici solitum nostros senes commemorare audivi ab aliis senibus auditum : " si quis in caelum ascendisset naturamque mundi et pulchritudinem siderum perspexisset, insuavem illam admirationem ei fore ; quae iucundissima fuisset, si aliquem, cui narraret, habuisset." Sic natura solitarium nihil amat semperque ad aliquod tamquam adminiculum admittitur ; quod in amicissimo quoque dulcissimum est.

(b.) Write notes on the mood of *narraret*, and upon the use of *tamquam* in the extract above.

SECTION B.

4. Translate into English :—

Quo res cunq̄ue cadent, unum et commune periculum,
Una salus ambobus erit : mihi parvus Iūlus
Sit comes, et longē servet vestigia conjux.
Vos, famuli, quae dicam, animis advertite vestra.
Est urbe egressis tumultus, templumque vetustum
Desertae Cereris, juxtaque antiqua cupressus,
Religione patrum multos servata per annos :
Hanc ex diverso sedem veniemus in unam.
Tu, genitor, cape sacra manu patriosque Penates.
Me, bello è tanto digressum et caede recenti,
Attrectare nefas, donec me flumine vivo
Abluero.

5. Translate into English :—

Nec vero ego M. Regulum aerumnosum nec infelicem nec miserum unquam putavi. Non enim magnitudo animi cruciabatur eius a Poenis, non gravitas, non fides, non constantia, non ulla virtus, non denique animus ipse, qui tot virtutum praesidio tantoque comitatu, cum corpus eius caperetur, capi certe ipse non potuit. C. vero Marium vidimus, qui mihi secundis rebus unus ex fortunatis hominibus, adversis unus ex summis viris videbatur, quo beatius esse mortali nihil potest.

SECTION C.

6. State the grammatical rules for the construction of names of towns in answer to the questions—" *whither*," " *whence*," " *where*."

7. Express in Latin :—

- (a.) To suffer hunger for two or three days.
- (b.) A few months afterwards.
- (c.) Four years ago.
- (d.) He is under thirty years old.
- (e.) He became a soldier when he was seventeen years old.

- 8.—(a.) What are the interrogative particles used in asking simple questions? Give examples. *Appendix.*
 (b.) Give the various forms of asking double questions. *Section III, IV.*
 9. Give as many classes as you can of verbs followed by the genitive case; with examples. *Examination Questions.*

SECTION D.

10. Translate into Latin :—

The most celebrated spot, perhaps, in all that country is not far from Alexandria, and is named the Delta, a name which it has received from its likeness to that letter of the alphabet. The river Nile here divides into two streams, leaving a space between which gradually grows larger until the two are again united in the sea at a long distance from each other. *Male and Female Teachers.*
B Papers.
New Programme.

FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, eight marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. WYSE, District Inspector.

SECTION A.

1. Translate into English :—

(a.)—

Adorant dans leurs fers le Dieu qui les châtie,
 Pendant que votre main, sur eux appesantie,
 A leurs persécuteurs les livroit sans secours,
 Ils conjuroient ce Dieu de veiller sur vos jours,
 De rompre des méchants les trames criminelles,
 De mettre votre trône à l'ombre de ses ailes.—*Ether.*

(b.) Les faibles bras des femmes et des enfants ne pouvaient suffire aux soins qui leur étaient imposés; les vastes jachères couvertes de petits bestiaux qui paissaient l'herbe rare des sillons, les landes embaumées par les ajoncs en fleurs, les champs qu'on aurait dû labourer et qui restaient en friche, toute cette immense solitude appartenait sans partage aux habitants de la Boullaye, qui n'en profitaient guère.—*Derrière les Haies.*

2. Translate into English :—

(a.)—

Un homme tel qu'Aman, lorsqu'on l'ose irriter,
 Dans sa juste fureur ne peut trop éclater.
 Il faut des châtimens dont l'univers frémisses ;
 Qu'on tremble en comparant l'offense et le supplice ;
 Que les peuples entiers dans le sang soient noyés.
 Je veux qu'on dise un jour aux siècles effrayés :
 " Il fut des Juifs, il fut une insolente race ;
 Répandus sur la terre, ils en couvroient la face."—*Ether.*

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nation
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gramme.

(b.) Rougeau chargeait leurs fusils, et s'évitait souvent cette peine en ramassant les armes chargées éparées autour de lui. Nul ne revenait sur ces deux hommes qui tiraient à eux seuls contre une armée entière; un dragon vint tirer sur eux à bout portant; mais sa main tremblait de colère, il les manqua; un coup de feu de M. de la Rochejaquelein l'abattit.—*Derrière les Haies.*

SECTION B.

3. Translate into English :—

Une jeune fille et un vieillard étaient assis dans une petite mansarde dont l'ameublement plus que modeste, mais soigneusement entretenu, accusait les efforts d'une indigence qui ne s'est point abandonnée à elle-même. L'ordre, le goût et la propreté donnaient au pauvre intérieur une sorte d'élégance. Chaque objet était rangé à sa place; les briques du parquet étaient lavées avec soin, la tapisserie fanée était pure de toute souillure, et la fenêtre était garnie de petits rideaux de grosse mousseline sur laquelle de nombreuses reprises formaient une sorte de broderie.

4. Translate into English :—

- (a.) Ce malheureux vit au jour le jour.
- (b.) Un désir accompli, il en naît un second.
- (c.) Reste à savoir si nous serons à temps.
- (d.) Nous l'avons échappé belle.

SECTION C.

5. Translate into French :—

When Patrick was a boy of sixteen he was taken captive and brought to Ireland. He was sold as a slave to a certain rich man named Milohe, who employed him to herd sheep and swine on the slopes of Slemish mountain, in the county Antrim. If he felt at first heart-broken and miserably lonely, he soon recovered himself, and made nothing of the hardships he endured on the bleak hillside, for in his solitude his mind was turned to God.

6. Express in French :—

- (a.) Why did you not pay the postage of this letter?
- (b.) He fought a battle and won a great victory.
- (c.) He is a self-made man.
- (d.) How does he earn his livelihood?

SECTION D.

- 7. (a.) When do proper nouns in French take the plural form?
- (b.) Write notes on the plural forms of *ciel*, *cil*, *cituel*, and *travail*.
- 8. Distinguish, by examples, the uses of *chaque* and *chacun*, *l'un l'autre* and *l'un et l'autre*.
- 9. Give rules for the agreement of the past participle in reflexive verbs.
- 10. What is the difference in usage between *avant* and *devant*, *en* and *dans*? Give examples.

IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Mr. DEWAR, Head Inspector.

Mr. LEHANE, District Inspector.

Appendix.

Section III.

IV.

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Male

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B Papers.

New Pro-

gramme.

SECTION A.

1. Translate into Irish :—

And now the siege was begun and carried on with great vigour ; and day after day the ordnance thundered against the walls. On the 17th of June the castle was so shattered that MacGeoghagan sent to Carew offering to surrender, on condition of being allowed to march out with arms ; but Carew's only answer was to hang the messenger and to give orders for a final assault.

SECTION B.

2. Translate into English :—

Mope, iompar, mac Deisiot, agus Conaing mac Paolair ó n-ghairdeirí Toir Conaing a n-aimíal Éiruinn tearb, aga parbe lomgior, agus iad 'n a g-comhnuite a n-Toir Conaing, da n-ghairdeirí Toirunir, as taboat éora ar éannaib Neimheab ; agus ba h-é méo an éora rom dá n-riuan cloinne, agus eaca, agus bleacta, fear n-Éiruinn do éoblaicé vóib gaba bliatna Oitós Shannna go Maí g-Céirne rom Úghobaoir agus Éirne.

3. Translate into English :—

Sé bliatna déis ar fáil par plaitioir Pheir m-Doig ar Éirinn ; agus nír gab neac vair gairuó amn áiruois a n-nir rompa ; gonaó da deapbair rin do punniot an pann ro ionar n-riac :—

Sé bliatna déis ir dá deic,

Pir-Doig or Damba n-ém leat,

Go corioct Teata Dé von riem,

Goir gabrao uile Éirinn.

4. Translate into English :—

Có trá aic do bátar Clanna Iir as éirteat leir an gceól rin do punne an éirteat, no gur éirteat a tráta. "Canam ar gceól anoir," ar Pionnguala, "o' áiruois nír agus talman." Agus do áiruoir a g-ceatóir, ceól ríreacat, ríre-binn, fáil as molaó an Chomhóir agus as áiruoí an Áiruo-rig.

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and Females
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New Pro-
gramme.

5. Translate into English :—

« Το ύψος, το μήκος, ελάττω ή με ή-εσθ ιμάτιον, ας με
 η-αμην ή πατα ας πυλιν ή πλάτα, ας ανθοπατα αρ ήρησθ
 Μαοτε παρ ήν, εο ο-αυησ ορθε ήρησθ υλε έωα, ας ή
 ή-πατασθ ήσθ ήρησθ, κοηήσθ α ήσθ, ας α ήσθ, α
 ήσθ ας α ήσθ ; ας το ήρησθ ήρησθ αν ήσθ :—

Olc an beata ro,

Quær na h-ortóe ro,

Μέτρο αν τ-νεατά το.

Српска на крају го.

SECTION C

6. Translate into English :—

Մահաբար ասին ա յղաւբարձ շատ ար
Տեւած ար ա ծրած խար շար, ար քրած ճար
Ս' քորարիցար յոն քանօ-ձեան, ճան-ճոյ, ձեարճ
Շա ան քաւրնն քանն ար ի՛նչ լին մե ճար
Չօ ճար ի քրեցար անճ յօ հ-արարձ
“Ո՛հ արարձ արար ար ինչ, քարճ յա քրած ար!
Ո՛հ ճեան յոյգարճ յօ յոյնն ան ք-արարճ յօ,
Ո՛հ քրեճ արար յօ ի-քրին 'ի յա յարճ ար—
Քարար յա ի-քրար քր Խար-Միսան ի յար յօ
Սիքարար յարար ար յար յօ քարար.”

7. Translate into English :—

Այս օրը ամառ ամբողջ էր ան կրթական առաջնություն անցնող հասակի մանկաների համար։

Nuair do éiríodh an Tígearna é, do glac pean.

Agur to lár tene an Tigearna 'n a meafg, agur to lár an
lúit to bí ann meafg portungport.

Ասոր ասոր թո՛ւ էջեօտար ան բո՛ւժ ար Միաօրթ; թո՛ւ րսա՛ս
Մաօրթ արնա՛րէ ըստ ան Դէջարնա, ասոր թո՛ւ մութձ ան տեմ.

Section D.

8. Parse fully the words *pamē*, *ba*, *eata*, *gāca* and *tiotlacatē*, which occur in Question 2.

9. Which of the following particles are used, (a) as prefixes, and (b) as affixes :—*oi*, *ear*, *in*, *up*, and *ne* ?

Give the meaning of each particle, illustrating your answer by examples.

10. How are the following phrases expressed in Irish ?—

⁴⁶ A gold ring⁴⁷;

"one of our dogs";

"the two hands";

"the full of his two hands."

Refer to the Rule of Syntax bearing on the Irish construction in each case.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. CROMIE, District Inspector.

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1. Show that in any triangle—

$$a = b \cos C + c \cos B.$$

From this value of a and the similar values of b and c , show that—

$$\cos C = \frac{a^2 + b^2 - c^2}{2ab}.$$

2. Show that—

$$2 \cos \frac{A}{2} = \sqrt{1 + \sin A} + \sqrt{1 - \sin A}$$

and place the proper signs before the radicals when $A = 280^\circ$, assigning reasons.

3. At a point a feet from the foot of a tower, the tower and its spire subtend equal angles. Prove that the height of the spire is $\frac{a^2 + h^2}{a^2 - h^2} h$ feet where h is the height of the tower.

4. Transform $a \cos \theta + b \sin \theta$ into a product, using an auxiliary angle.

5. Prove geometrically that $\tan (A + B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$ without using the values of $\sin (A + B)$ and $\cos (A + B)$.

6. If the vertical angle B of the triangle ABC is 100° and if BA , BC are 27 and 37 feet respectively, find the difference of the base angles.

Given—
 $\log 2 = .3010300$
 $L \tan 40^\circ = 9.9238135$
 $L \tan 7^\circ 28' = 9.1174724$
 $L \tan 7^\circ 29' = 9.1184518$

7. At a point A in the horizontal plane passing through the base of a tower, it is found that the tower subtends the angle θ . The observer then moves to a point B , which is $2a$ feet nearer the base of the tower, and finds that the tower subtends an angle which is the complement of θ . Show that the height of the tower is $a \tan 2\theta$.

8. Given $c = 156$, $A = 64^\circ$, $B = 38^\circ$, find the area of the triangle ABO .

Given—
 $\log 2 = .3010300$
 $\log 156 = 2.1931246$
 $\log 688 = 2.8375884$
 $\log 689 = 2.8382192$
 $L \sin 64^\circ = 9.9536602$
 $L \sin 38^\circ = 9.7893420$
 $L \sin 78^\circ = 9.9904044$

5. Name (1) the major and (2) the minor chords of the *Lok* mode.

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6. Re-write the following in three-pulse measure, preserving accent and relative duration :—

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l ₁ : — : — d : — : r m : — : m	} Examination Questions.
m : — : d l ₁ : — : d t ₁ : — : —	
m : — : d r : f : t ₁ d : — : —	
m : — : d : : : se ₁ : — : t ₁	
se ₁ : — : : l ₁ : — : : : : :	

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7. Re-write the following in the keys (1) a chromatic semitone lower, and (2) a minor third higher :—

KEY G.

| m : — : d | r : f : l ₁ | t ₁ : — : r	}
| s ₁ : — : — | s : — : — | f : l ₁ : t ₁	
| d : — : — ||	

8. Explain the different "steps" of the tonic sol-fa method of teaching to sing.

9. Explain the terms :—*Allegro*, *triad*, *strong and leaning tones*, *sfatese*, *tutti*.

10. Describe your own voice. Give its full compass, and say what are its best notes. How do you name it?

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.


N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. GOODMAN, Examiner of Music.

1. Write (1) the major scale of which the note G \sharp is the Mediant, and (2) its relative and tonic minors.

2. Write the minor scales, ascending and descending (harmonic form),

of which the note  is (1) the Sub-dominant and (2) the Sub-mediant.

8. Explain the terms:—*colla voce*, *molto vivace*, *meno mosso*, *stringendo*, *morendo*. Appendix.
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9. Transpose the following a minor second up:—



10. State what you know of the "baritone" and "mezzo-soprano" voices. Give compass of each.

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NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.

Miss PRENDERGAST, Directress of Needlework.

Female
Teachers.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following stitches:—*hemming* *top-sewing*, *stitching*, *running* (a seam, run and felled, and a tuck), *one buttonhole*, having the end at which it is commenced barred, the other end rounded; *sewing on gathers* (also known as "stocking on"), *whip-stitch*; *one inch* of each of these stitches will suffice as sample, and candidate will do well not to exceed this amount, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small patch (about $1\frac{1}{2}$ inches square) is to be tacked on, and sewn round one quarter of the outer and one quarter of the inner side, so as to complete one quarter of the patch, and include one corner. Also, a small gusset is to be set in as if for a man's shirt, top-sewn (from the wrong side) along the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of run-and-fell seam, which should be worked, for the purpose, some way from the edge of the material.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING; CROCHET (20 Marks).

Candidate is to be prepared with suitable wool and knitting or crochet needles, with which she will produce a petticoat of miniature size (to fit a doll) completely finishing it.

She will be supplied by Superintendent with a small piece of stocking-wool, which, for convenience in working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works from the wrong. She is to darn a *round hole*, not smaller than a *sixpence* or larger than a *shilling*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage.

Specimens of crochet, or fancy knitting and darning, are when finished, to be attached, by a few strong stitches, to the specimen of sewing.

Appendix.

CUTTING-OUT AND DRESSMAKING (40 Marks).

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Candidate will be required to cut out two articles, viz:—night-dress for grown person and baby's barrow-coat. The night-dress should be made to the following measurements, which are half the full size:—Length of yoke, 9 inches; front shoulder, $3\frac{1}{4}$ inches; length of body, 27 inches; width (exclusive of gores), 18 inches; length of sleeve (including cuff), $10\frac{1}{2}$ inches. Paper for cutting out will be provided. Articles are to be tacked together with needle and thread; no pins are to be left in them. Each is to be marked with examination number.

In dressmaking candidate is required to cut out bodice and sleeves to the following measurements:—Neck, 14 inches; bust, 35 inches; waist, 22 inches; front length, $12\frac{1}{2}$ inches (if this measure be taken from back of neck it will be 18 inches); back length, 15 inches; cross back $5\frac{1}{2}$ inches; hip, 40 inches; length of sleeve, 23 inches; length of elbow, 14 inches; bend, $10\frac{1}{2}$ inches; top of sleeve, 19 inches; cuff, 8 inches. Pattern is to be tacked together. One half of bodice and one sleeve will be taken as a sufficient test.

Candidate is requested to comply as exactly as possible with all requirements mentioned above, as neglect of any of these instructions may lessen the value of her work.

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Female
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DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. EARDLEY, Head Inspector.

Mr. COX, District Inspector.

1. Name the four digestive juices that are poured into the alimentary canal; and describe two of them in detail.

2. Describe the muscles of the skin; and state their uses.

3. Why does not a very large room render ventilation unnecessary? Mention three ways of ventilating such a room without causing a draught.

4. Describe the different methods of removing sewage from a dwelling-house; and also, briefly, the four ways of purifying sewage.

5. Describe one of the best forms of the paraffin lamp; and state in what particulars its excellence consists.

6. Name some materials used as aids to washing; state objections to their use; and say how shrinkage and discolouring of woollen articles may be prevented.

7. Mention points in connection with the soil, the immediate surroundings, and the house itself, that should influence one when choosing a house.

8. Describe sewer air, marsh air, and the air of mines. How do they affect health?

9. "Disinfectants are of two great kinds." What are they? Show, as far as you can, how they act.

10. In what does limewash differ from whitewash? Why is the former to be preferred? State how an excellent limewash may be prepared for outdoor walls.

V.—QUESTIONS set to Candidates for Third Class,
First Division.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper.

Mr. DEWAR, Head Inspector.

Mr. KEITH, District Inspector

Write:—

- (a.) as a headline in large hand,
(b.) as a headline in small hand,
(c.) and (d.) in a neat legible hand.

(a.) Now joy, old England, raise!

(b.) Their shots along the deep proudly shone.

(c.) "Come hither, hither, my staunch yeoman,
Why do'st thou look so pale?
Or do'st thou dread a French foe-man?
Or shiver at the gale?"
"Doom'st thou I tremble for my life?
Sir Childe, I'm not so weak;
But thinking on an absent wife
Will blanch a faithful cheek."

(d.) This was not to be. Yet the place of interment was not ill-chosen. Behind the chancel of the parish church at Daylesford, in earth which already held the bones of many chiefs of the house of Hastings, was laid the coffin of the greatest man who has ever borne that ancient and widely extended name. On that very spot, probably, fourscore years before, the little Warren, meanly clad and scantily fed, had played with the children of ploughmen.—LORD MACAULAY.

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.

Mr. DEWAR, Head Inspector.

Mr. WELPLY, District Inspector.

Through the perpetual twilight, tall columnar trunks in thick profusion grow from a floor chequered with lights and shadows. Each shaft of the forest rose to a preternatural height, the many branches intermingling in the space above, to form a stately canopy. Foliage, flowers, and fruit of colossal luxuriance, strange birds, beasts, griffins, and chimeras in endless multitudes, the rank vegetation and fantastic

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zoology of a fabulous world, seemed to decorate and to animate the serried trunks and pendent branches, while the shattering symphonies of the organ suggested the rushing of the wind through the forest—now the full diapason of the storm, and now the gentle cadence of the evening breeze.

Internally, the church was rich beyond expression. All that opulent devotion could devise, in wood, bronze, marble, silver, gold, precious jewellery, or sacramental furniture, had been profusely lavished. The penitential tears of centuries had incrustated the whole interior with their glittering stalactites. Divided into five naves, with external rows of chapels, but separated by no screens or partitions, the great temple forming an imposing whole, the effect was the more impressive, the vistas almost infinite in appearance. The wealthy citizens, the twenty-seven guilds, the six military associations, the rhythmical colleges, besides many other secular or religious sodalities, had their own chapels and altars. Tombs adorned with the effigies of mailed crusaders and pious dames covered the floor, tattered banners hung in the air, the escutcheons of the Golden Fleece, an order typical of Flemish industry, but of which emperors and kings were proud to be the chevaliers, decorated the columns.

GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncancelled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Dr. MORAN, Head Inspector.

Dr. BEATTY, District Inspector.

1. When first young Maro in his boundless mind
A work to outlast immortal Rome designed,
Perhaps he seemed above the critic's law,
And but from Nature's fountains scorned to draw :
But, when to examine every part he came,
Nature and Homer were, he found, the same.
Convinced, amazed, he checks the bold design,
And rules as strict his laboured work confine,
As if the Stagirite o'erlooked each line.
Learn hence for ancient rules a just esteem ;
To copy Nature is to copy them.
Some beauties yet no precepts can declare,
For there's a happiness as well as care.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Draw out a complete analysis of the following sentence:—

I have all along acknowledged myself to be a dumb man, and therefore may be thought a very improper person to give rules for oratory

3. Correct (giving reasons) or justify the following expressions :—
- (a.) I was going to have written him a letter.
- (b.) *Theirs* is the fault, who began the quarrel.
- (c.) Severe the doom that length of days impose,
To stand sad witness of unnumbered woes.
- (d.) And thou their nature know'st and gave them names.
4. From what languages have we imported the suffixes which mark the gender of the following words :—*heroine*, *margravine*, *signorn*, *executrix*, *actress*.
5. Distinguish the force of each of the following verbs, as an *Auxiliary*, from that which it bears as a *Principal verb* :—*shall*, *should*, *may*, *might*.
6. Frame sentences to exhibit the various parts of speech under which the following words may be classed :—*round*, *off*, *next*.
7. Account for the *n* in "*an ox*"; *a* in "*twice a week*"; *the* in "*the more the merrier*."
8. Classify the methods of forming the plural of Compound Nouns.
9. Set forth fully the difference in use of *who* and *that*.
10. State clearly the origin and force of the prefix in each of the following words :—*misdeed*, *mischief*, *forlorn*, *withstand* *ancestor*, *antarctic*.

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ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—Only one subject to be attempted.

MR. EARDLEY, Head Inspector.

MR. McNEILL, District Inspector

1. "Towered cities please us then,
And the busy hum of men."
2. A Winter Scene.
3. School (or College) Friendships.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Dr. MORAN, Head Inspector.

Mr. MURPHY, District Inspector.

1. Draw a map of England and Wales (Western coast-line only), showing the mountain ranges and rivers which form the Western drainage system of the country.

2. On the outline map of the World supplied to you, indicate, by shading or colouring with pen, pencil, or crayon, our continental possessions, and mark the position of Trinidad, Perim Island, Ascension, Jamaica, Labuan, and the following ports :—Victoria, Freetown, Port Louis, Kingston.

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3. Give a description of *two* of the following territories, as to boundaries, natural features, resources, and chief towns:—British Columbia, Natal, Manitoba, Burmah.
 4. Write out *complete* but *concise* notes for a class-lesson on (a) permanent winds, and (b) variable winds.
 5. Give as detailed an account as possible of the products and of the commercial ports of Canada.
 6. Describe as fully as you can the plains of South America.
 7. Compare Ireland and Scotland as to area, population, industry, and commerce.
 8. Name and say what you know of the principal British ports of call between England and Hong Kong via Suez Canal.
 9. Account for the following facts:—
 - (a.) The greatest height of the snow-line is found more than a thousand miles from the equator.
 - (b.) There are parts of the world where no rain falls.
 - (c.) There are high tides in the Red Sea, but scarcely any in the Baltic.
 10. Where are the principal coal-fields of Wales and Scotland situated? Name the industries that flourish in the vicinity of any two.

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Mr. McALISTER, District Inspector.

1. Write a sketch of the life of Edmund Burke, making special reference to his literary productions.
2. Name the authors of the following works:—
 - (a.) The Fable of the Bees;
 - (b.) The Schoolmistress;
 - (c.) Trivia;
 - (d.) Epistle of Eloisa to Abelard;
 - (e.) Retaliation;
 - (f.) Alma;
 - (g.) The Castaway.
3. Write a brief account of the controversy to which Swift contributed the "Battle of the Books."
4. Write a sketch of the life of Steele; consider specially his connection with Addison in the production of the "Tatler" and the "Spectator."
5. Enumerate the principal works of Samuel Johnston, and give a full description of any one of them.
6. Quote from the Essay on Criticism two passages in which the Art of Poetry is considered in connection with the Art of Painting.

7. Comment on the words italicised in the following lines, and in each case complete the couplet:—

- "The *winged courser* like a generous horse ;"
- "The *world's* just wonder, and ev'n thine, O *Rome* ;"
- "But *Appius* reddens at each word you speak ;"
- "At length *Erasmus* that great injured name ;"
- "*Cremone* now shall ever boast *thy name* ;"
- "What woful stuff this *madrigal* would be."

8. Give the substance of the satire on the political parties of the time contained in the essay "Indian Kings in England."

9. Summarize the essay "On Inconsistency and Fickleness," or the essay "On Dreams."

10. Describe the context in which each of the following passages occurs, and give such notings as you may deem necessary to make the meaning clear:—

- "His diversion on this occasion was to see the cross bows, mistaken signs, and wrong connivances, that passed."
- "We are told, that the great Latin orator very much impaired his health by his *luterum contentio*."
- "I think I may define it (a fine taste in writing) to be . . ."
- "The noblest and most exalted way of considering this infinite space is that of . . ."

ARITHMETIC.—100 Marks.

MALE TEACHERS.

Male Teachers.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. State and explain the rule for "casting out nines" for the purpose of proving a division sum, and show under what circumstances it is an insufficient test.

2. Two men together perform a piece of work which they could do separately in 10 days and 18 days, respectively. The slower worker of the two worked 3 days less than the other, who worked continuously. Find the time taken over the work.

3. What sum of money at 5 per cent. simple interest will amount in 10 years to the true discount on £462 due 15 years hence at $3\frac{1}{4}$ per cent.?

4. Find the sum of all the numbers between 250 and 1000 that are divisible by 7.

5. Simplify $\frac{13\sqrt{15} - 7\sqrt{21}}{13\sqrt{1\frac{1}{2}} - \sqrt{114}}$.

6. A man invests £2,000 in a business paying 20 per cent. profit; at the end of each year he invests his profits in railway shares at par paying 5 per cent. The business fails at the end of the fifth year and he loses his original investment. By how much is his present capital less than it would have been had he invested the whole in railway shares, calculating according to simple interest?

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7. A London merchant owes a sum of money in Paris. Which method of payment will be more advantageous for him, a direct exchange or a circuitous remittance from London to Venice, from Venice to Hamburg, and from Hamburg to Paris, the exchange being as follows:—£1=24.6 French francs, 19 francs=10 Hamburg marks, 1 mark=4½ lire of Venice, 55½ lire=£1?

8. State and explain by means of an example the rule usually employed in working questions in Alligation. What class of questions is generally solved by this rule?

9. State the shortest method for changing shillings and pence into the decimal of a £, and use it in finding the decimal equivalent to 16s. 9½d.

10. Insert four harmonic means between $\frac{1}{3}$ and $\frac{1}{15}$, and find the sum of the reciprocals of the six terms.

ARITHMETIC.—100 Marks.

Female
Teachers.

FEMALES.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. Define a vulgar fraction; a decimal fraction. Show how a vulgar fraction may be converted into a decimal. Can all vulgar fractions be converted into finite decimals. If not, why?

2. Reduce $\sqrt{001369}$ to the decimal of $\sqrt{2.7}$.

3. Three partners in trade contribute respectively the sums of £438, £292, and £730, with the agreement that each was to receive 5 per cent. on their respective investments, and that the remainder of the gains of the firm, if any, was to be divided between them in the proportion of the sum originally advanced. The whole gain of the firm was £200. What was each man's share?

4. A train going 30 miles an hour passes a man walking in the same direction at the rate of 3 miles an hour, and goes by him in 10 seconds. What is the length of the train? If another train 88 yards long going in the opposite direction meets the man and goes by him in 8 seconds, at what rate is the train going?

5. State the rule for finding the Greatest Common Measure of three numbers. Find the Greatest Common Measure of 1547, 28665, and 28782.

6. The excess of the present value of a sum due in one year, reckoning interest at 5 per cent. over the present value, when the interest is 6 per cent., is 10s.; find the sum.

7. Simplify—

$$\left\{ \frac{2\frac{1}{2} - (\frac{2}{3} \text{ of } 1\frac{1}{2})}{(\frac{1}{2} \times 3\frac{1}{2}) + \frac{1}{2}} - \frac{1}{2\frac{1}{2}} \right\} \div \frac{1}{1\frac{1}{2}}.$$

8. A takes a house for 12 months at a rent of £144; after three months he admits B as co-tenant, and they in like manner admit C for the last $3\frac{1}{2}$ months. How much of the rent should each of them pay?

9. A person transfers £5,000 stock from $3\frac{1}{2}$ per cents at 98 to 3 per cents at 94; (a) how much of the latter stock will he hold, and (b) what will be the difference in his income?

10. State and prove the rule for finding interest for a number of days at 3 per cent, per annum.

ALGEBRA.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. McCINSTOCK, District Inspector.

1. 1,120 square feet of paper will just cover the four walls of a rectangular room which is eight feet longer than it is wide. If the room were four feet higher the same quantity of paper would just cover the two smaller and one of the larger walls. What are the dimensions of the room?

2. Reduce to its simplest form—

$$5 + 3\sqrt{8} - 3\sqrt{5} + \sqrt{20} - \sqrt{41 - 12\sqrt{5}}.$$

3. Prove that a ratio of greater inequality is diminished, and a ratio of less inequality is increased, by adding the same quantity to both terms of the ratio.

4. If y is equal to the sum of two quantities, one of which varies directly as x , and the other inversely as x ; and if $y=10$ when $x=3$, and $y=15$ when $x=4$; find y when $x=10$.

5. Prove that when four numbers are proportionals, the sum of the first and second is to their difference as the sum of the third and fourth is to their difference.

6. Solve the equation—

$$x^2 + 7x - 2\sqrt{x^2 - 3x - 3} = 10x + 18.$$

7. Solve the equations—

$$\begin{aligned} xy &= 72, \\ (6+y)x &= 24, \\ (20-x)(2-z) &= 16. \end{aligned}$$

8. Express as the product of two factors—

$$\begin{aligned} (a.) \quad & 8x^2 + 2(a-7)xy - (a+3)(a-2)y^2. \\ (b.) \quad & a^4 - 4y^2 + 4a^2x - 4ay + 4x^2 - a^2. \end{aligned}$$

The work is, in each case, to be set forth in due sequence so as to indicate the reason of the process.

9. If $x+y=a$ and $xy=b$, express x^4+y^4 in terms of a and b . Give your answer in its simplest form.

10. Express in its simplest form—

$$\left(\frac{1}{3x^2 - 14xy + 15y^2} + \frac{2}{3x^2 - 2xy - 5y^2} \right) \div \left\{ \frac{(x+y)^2}{x^2 - 2xy - 3y^2} - \frac{(x-y)^2}{x^2 + 2xy - 3y^2} \right\}.$$

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GEOMETRY.—70 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted, of which three must be in Section A, and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. Inscribe a regular pentagon in a given circle.

2. If a line be a tangent to a circle, and from the point of contact a chord be drawn cutting the circle, the angles made by this line with the tangent are respectively equal to the angles in the alternate segments of the circle.

3. If from a point within a circle which is not the centre, lines, one of which passes through the centre, be drawn to the circumference—then (1) the greatest is the line which passes through the centre; (2) the production of this in the opposite direction is the least; (3) of the others, that which is nearer to the line through the centre is greater than every one more remote; (4) any two lines making equal angles with the diameter on opposite sides are equal; (5) more than two equal right lines cannot be drawn from the given point to the circumference.

4. In any triangle the square on any side subtending an acute angle is less than the sum of the squares on the sides containing that angle, by twice the rectangle contained by either of them and the intercept between the acute angle and the foot of the perpendicular on it from the opposite angle. *Prove this proposition by describing squares on the sides of the triangle.*

5. Describe a circle passing through three given points which are not in a straight line.

6. If one diagonal of a quadrilateral be equal to a side, prove fully that the opposite side of the quadrilateral cannot be equal to the other diagonal.

SECTION B.

7. Prove that the smallest median of any triangle corresponds to the greatest side. (It may be assumed that the three medians meet in a point, where each is divided in the ratio of 2 : 1.)

8. Let ABDE be a semicircle whose diameter is AB, and AD, BE any two chords intersecting at P, where P is a point within the semicircle; then—

$$AB^2 = AP \cdot AD + BP \cdot BE$$

9. Prove that if the area of a rectangle be given, its perimeter is a minimum when it is a square.

10. On a given straight line describe an isosceles triangle having its vertical angle equal to three times each of the angles at the base.

MENSURATION.—30 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, six marks being assigned to each.

MR. EARDLEY, Head Inspector.

MR. McGLADE, District Inspector.

1. Show how you would explain to a class the rule for finding the area of a trapezoid.
2. The circumference of the circular basin of a fountain measures 176 feet on the outside of the masonry, and the thickness of the masonry is 30 inches; find the area of the surface of the water.
3. If the length of an arc of a circle which subtends an angle of 1° at the centre is $\frac{1}{36}$ of a chain; find, in yards, the length of an arc subtending an angle of 36° at the centre of another circle which has four times the area of the former.
4. Find (1) the area, (2) the perimeter of a segment of a circle whose radius is 10 feet, the height of the segment being 5 feet.
5. The radius of a circle is 15 feet; find the areas of the two parts into which it is divided by a chord equal to the radius. Explain the process.
6. The outer circumference of a circular ring is two inches more than the inner circumference; if the inner radius is $2\frac{1}{4}$ inches, find the area contained between the circumferences.
7. The area of an equilateral triangle is 17,320 square feet; about each angular point as centre a circle is described with radius equal to half the length of a side of the triangle; find the area of the space included between the three circles.
8. The radius of a circle is $\sqrt{2}$ chains; two parallel straight lines are drawn in this circle, each distant one chain from the centre; find the area of the part of the circle between the straight lines.
9. The radius of a circle is 10 inches, and the area of a sector of this circle is the one-hundredth part of a square inch; find the number of seconds in the arc of the sector.
10. Assuming that the circumference of a circle is $\frac{22}{7}$ times the diameter, express the area of a square inscribed in a circle as a fraction of the area of the square whose side equals a quarter of the circumference of the same circle.

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BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. P. J. FITZGERALD, District Inspector.

1. My Assets on 1st January, 1898, were:—Cash on hand, £37 14s. 8d.; Cash at Bank, £185 7s.; Goods, £360 4s.; due by D. Wenn to me, £54; Business Premises, valued at £500. My Liabilities are:—Bill payable, No. 16, due 28th January, £160; I owe J. Brown, £60.

	£	s.	d.
Jan. 2. Sold to D. Wenn, Goods	160	4	0
" 13. Bought of M. Finn, Goods, for which I paid by cheque	140	0	0
" 18. Received consignment of Goods from S. King to be sold at his risk	250	0	0
" " Paid Cash for carriage of this consignment	3	6	0
" 20. D. Wenn, having compounded with his Creditors, pays 13s. 4d. in the £. I receive Cash, £142 16s., and write off the balance of his account as a bad debt.			
" 28. Retired Bill payable, No. 16, due this day	160	0	0
" 29. S. King's consignment is sold, and realized as per Sales Book, £270. My Commission, at $2\frac{1}{2}$ per cent., is £6 15s. Remitted S. King balance of sale of Consignment	263	5	0
" 31. I owe L. Woods for repairs to Warehouse	9	0	0

Journalize the above transactions.

2. Journalize the following:—

- (a.) Paid into Bank, A. Lincoln's Acceptance for Discount, £150. Discount charged, 15s.
- (b.) Bank advises that A. Lincoln's Acceptance has not been taken up, £150; charging me with noting charges, 1s. 6d.
- (c.) T. Wilson's Acceptance for £160 is protested, and I pay the amount to save his honour.
- (d.) My Acceptance to W. Wright and Co. for £401 10s. 6d. is returned dishonoured, with notarial charge of 1s. 6d.

3. Messrs. Stuart and Lennox enter into Partnership. Stuart contributes £1,000, and Lennox £1,500. The Nett Profits are to be divided in proportion to the capitals of the Partners. During the course of the year Stuart has drawn £100 for Private Expenses, and Lennox £120. The Gross Profits for the year are £300. Show the Capital Accounts of the Partners as they stand at the close of the year.

4. The following is the Trial Balance of John Merchant's books :—

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	Dr.			Cr.		
	£	s.	d.	£	s.	d.
Cash	670	9	6	645	10	0
Bank	1,663	5	0	320	15	0
Goods	1,100	5	0	806	15	0
Bills Receivable	323	0	0	248	0	0
L. Marsden	95	0	0	95	0	0
M. Payton	222	0	0	182	0	0
Clifton and Co.	327	10	0	361	10	0
Bills payable	100	0	0	335	0	0
Capital	—	—	—	1,657	10	0
A. Brandon	221	0	0	125	0	0
Discount	1	8	0	2	10	0
Bad debts	5	12	6	—	—	—
Business expenses	50	0	0	—	—	—
	<u>£4,779 10 0</u>			<u>4,779 10 0</u>		

Value of Goods unsold, £396.

Make out J. Merchant's Balance Sheet from the above particulars.

5. A small trader commences business with £200. Placing £160 in Bank, he purchases 8 hogsheads of sugar, at £15 per hhd., and gives a Bill of Exchange in settlement. He also sells 7 hogsheads at a profit of 20 per cent., taking from the purchasers an Acceptance, which he discounts at 6s. 2d. discount with his Bankers, with whom he lodges the proceeds.

Exhibit these transactions in the form of Journal entries.

6. State and explain the transactions of which the following are Journal entries :—

	£
June 1st. £120, Capital Dr. to Bank	120
„ 2nd. £158, Bank Dr.	158
£2, Profit and Loss Dr. } To Bills receivable	160
„ 3rd. £100, Bills payable Dr.—	
To Cash	99
„ Profit and Loss	1
„ 4th. £25, Cash Dr.	25
£115, Bad Debts Dr. } To J. Smith	140

7. Journalize :—

	£	s.	d.
(a.) Paid W. Joyce for extension of Premises, New Shed, as per contract	186	0	0
Less his Debt	85	14	6
(b.) Shipped 50 tons sheet iron to P. Smith, Copenhagen, at £8 per ton	400	0	0
Received cheque from his agent	391	10	0
Less Discount	8	10	0
(c.) Received from T. Hodder repayment of Loan	150	0	0
Interest agreed upon	2	0	0
(d.) Took up my acceptance to J. Crowe	390	6	4
Discount deducted	4	15	9
Paid him by cheque	385	10	7

- Appendix.* 8. (a) W. Wells, who has owed me £100 for 3 years, pays me now
Section III. the amount of his Account, with £10 Interest.
V. (b.) H. Gwynne, who owed me £50 at opening of Books, has overpaid
Examination his Account, giving me £52 10s.
Questions. Open and close my Accounts with Wells and Gwynne.

9. Consigned to C. Cortez, of Oporto, to be sold by him on my
Male and Female account:—
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		£	s.	d.
<i>Cl and B</i>	Goods invoiced at	450	0	0
<i>Papers.</i>	Paid freight on above	8	10	0
<i>New Pro-</i>	Received Account Sales of this consignment,			
<i>gramme.</i>	showing net gain	85	16	8
	Received from C. Cortez, a cheque on Bank of			
	England in settlement of consignment	535	16	8
	His Commission	13	10	0

Journalize above transactions.

10. Assuming that no entries or transfers are to be made in the Ledger, except as postings from the Journal, show how to rectify the following errors:—

(a.) I have Journalized "Cash Dr. to Thos. Smith, £21 16s.," when the amount should have been £32 16s.

(b.) I have posted £23 to the Dr. side of Goods and to the Cr. side of J. Jones, instead of to the Cr. side of Goods and to the Dr. side of J. Jones.

(c.) I have posted from the entry, "Goods Dr. to W. Johnson," to the right hand side of Goods Account, but not at all to the Account of Johnson.

(d.) I have posted £30 to the Dr. side of John Browne's Account instead of to the Dr. side of William Brown's Account.

AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. KELLY, District Inspector.

1. What are the means of securing a proper balance in the farm cart? On what grounds is it recommended that there should be an arrangement for raising and lowering the front of the cart? What qualities should a farm cart possess?

2. Discuss the causes that prevent the healthy growth of certain crops even when there is sufficient plant-food in the soil. What crops are thus affected?

3. State what you know of gas lime as a manure.

4. What advantages are claimed for alsike clover? Describe its stem, leaves, and flowers. Why does it fail on dry soils? *Appendix, Section III, V.*
5. In the case of pigs, what qualities are indicated respectively by smallness of bone, coarse shoulders, plenty of hair, rectangular shape, short white head with turned up snout? *Evaluation Questions.*
6. Describe two experiments illustrating the sensitiveness of milk to impure air. How do you account for the bad flavour of the milk of cows fed on swede turnips? *Male and Female Teachers.*
7. Describe the "punch bowl" system of training fruit trees. What kinds of trees are trained on this system? *C Papers.*
8. Give as many particulars as you can in which the Irish treatment of flax differs from that adopted in other countries. *New Programme.*
9. Give an account of onions as regards the preparation of the ground, the after-cultivation, varieties, and time of sowing.
10. In what kind of soils is it recommended to plough farmyard manure fresh into the ground? Explain why this is beneficial to such soils.

THEORY OF METHOD.—100 Marks.

MALE TEACHERS.

Male Teachers.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncancelled. The questions in this paper are all of equal value, twenty marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. HUGHES, District Inspector.

1. Give an outline of a Phonic reading lesson in the early steps of teaching to read. What advantages have been claimed for, and what objections have been urged against, the system?
2. What are the educational advantages of Mental Arithmetic? Give specimens of exercises in this branch suitable for each of the various classes.
3. What is the difference between Education and Information? Illustrate your answer by examples.
4. Whether do you prefer engraved copies, or copies set by the teacher on blackboard, in the teaching of Writing to a senior class? Give reasons for your answer.
5. Explain any way you know of making clear to the eye *either* of the following processes:—

$$(a.) \frac{2}{3} \times \frac{3}{4}$$

$$(b.) \frac{1}{2} \div \frac{3}{4}$$
6. Show how you would give a conception of scale and proportion in map drawing to young children.
7. Write notes of a first lesson on Tenses, or Rivers.

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8. Give an outline of a lesson in Word-building for Infant classes
What are the advantages of this exercise?

9. To what extent are Home Lessons useful in the education of
children? Under what circumstances may they become injurious?

10. Write full notes for the explanation of:—

Statue of flesh—immortal of the dead!

Imperishable type of evanescence!

Posthumous man who quitt'st thy narrow bed,

And standest undecayed within our presence,

Thou wilt hear nothing till the judgment morning,

When the great trump shall thrill thee with its warning.

THEORY OF METHOD.—100 Marks.

FEMALE TEACHERS.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.

Mr. HUGHES, District Inspector.

1. What led Froebel to consider that very young children should be taught to draw? What plan did he adopt to make it practicable and interesting?

2. What are the educational advantages of Mental Arithmetic? Give specimens of exercises in this branch suitable for each of the various classes.

3. What is the difference between Education and Information? Illustrate your answer by examples.

4. Whether do you prefer engraved copies, or copies set by the teacher on blackboard, in the teaching of writing to a senior class? Give reasons for your answer.

5. Explain any way you know of making clear to the eye either of the following processes:—

$$(a.) \frac{2}{3} \times \frac{3}{4}.$$

$$(b.) \frac{1}{2} \div \frac{1}{3}.$$

6. Show how you would give a conception of scale and proportion in map drawing to young children.

7. Write notes of a first lesson on Tenses, or Rivers.

8. What part do the laying-tablets, and the slats, play in the Kindergarten scheme?

9. To what extent are home lessons useful in the education of children? Under what circumstances may they become injurious?

10. Write full notes for the explanation of:—

Statue of flesh—immortal of the dead!

Imperishable type of evanescence!

Posthumous man, who quitt'st thy narrow bed,

And standest undecayed within our presence,

Thou wilt hear nothing till the judgment morning,

When the great trump shall thrill thee with its warning.

MECHANICAL DRAWING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. CRAIG, District Inspector.

SPECIAL INSTRUCTIONS.

The constructions may be left in pencil, provided they are distinct and neat, and that the construction lines are shown. They must be strictly geometrical, and not the result of calculation or trial.

A single accent (') signifies feet; a double accent (") inches.

1. Two adjacent sides of a parallelogram are 3.75" and 2.25" and the contained angle = 45° . Construct the figure and trisect it by lines drawn from a point, anywhere about the middle of the longer side.

2. Construct an equilateral triangle with a side of 3.5" and inscribe within it three equal semicircles, having adjacent diameters, each arc to touch two sides of the triangle.

3. Find an equilateral triangle, whose area is the same as a triangle having two sides of 2" and 3" which include an angle of 60° .

4. Determine a circle which shall pass through two corners of the figure ABCD, diagram No. 4 on accompanying sheet, and touch the opposite side.

5. On a horizontal line CD, 3" long, construct a Scale of Chords. Draw EF, $3\frac{1}{2}$ " long, and with the scale construct the following angles at point E;—

70° , 20° , 130° , 90° .

6. Construct a triangle equal in area to the given one ABC, diagram No. 6 on accompanying sheet, and having DE for its base.

7. Draw the figure, diagram No. 7 on accompanying sheet, from the given dimensions.

N.B.—No marks will be awarded for a reproduction of the figures as given.

8. Show the plans and elevations of the following points, using the same ground line for all;—

A, 3" above the horizontal plane, 1.8" before the vertical plane.

B, 2" above the horizontal plane, 3.5" behind the vertical plane.

C, 2.5" below the horizontal plane, 4" before the vertical plane.

D, in the horizontal plane, 2.5" before the vertical plane.

9. Determine the projections of a line, AB, 3" long, which is parallel to the vertical plane and 1" in front of it; its extremities being .5" and 1.2" respectively above the horizontal plane.

10. Draw the plan and elevation of a cube of 2" edge, when its base is horizontal and .5" above the paper; its horizontal edges making angles of 30° with the vertical plane.

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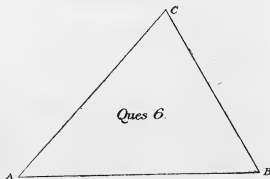
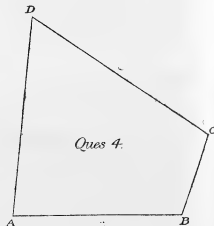
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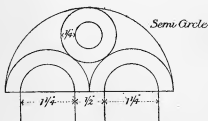
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MECHANICAL DRAWING.

The Diagrams referring to Questions 4 and 6 are to be carefully pricked off or accurately transferred to the paper. Failing this, Marks will be deducted.



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OBJECT DRAWING—OUTLINE.

INSTRUCTIONS TO SUPERINTENDENTS.

The Superintendent will place in front of the Candidates a folding easel with a blackboard on it. The objects should not face the Candidates directly, but should be placed a little to the right or left of them.

OBJECT DRAWING—OUTLINE.

One hour and a half allowed for this subject.

Dr. ALEXANDER, Head Inspector.

Mr. CRAIG, District Inspector.

INSTRUCTIONS TO CANDIDATES.

1. A drawing in outline of the objects placed before you is to be made so as fairly to fill the paper supplied.

2. No ruling, measuring, squaring, tracing, or use of instruments is allowed. All central and guide lines must be drawn freehand, and on no account be ruled.

The pencil may be held between the eye and the objects for the purpose of estimating their apparent relative size.

HISTORY OF GREAT BRITAIN AND IRELAND.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being assigned to each.

Mr. STRONGE, Head Inspector.

Mr. MORGAN, District Inspector.

(Dates are to be given where necessary.)

1. Give some account of the impeachment of Dr. Sacheverell and its result.

2. What events gave rise to the war with Spain in the early part of the reign of George II.?

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3. What were the proceedings of the Irish Parliament held in the year following the Treaty of Limerick?
 4. Give some details of the campaign by which the conquest of Canada was achieved.
 5. Describe the Gordon Riots, and explain their origin.
 6. What were the enactments of the penal code with regard to—
 - (a) Education in Ireland;
 - (b) Tenure of military or civil office?
 7. Give an account of the rise of the East India Company and its progress during the time of Clive.
 8. What Parliamentary reforms in England were effected by Lord Rockingham's second ministry?
 9. Enumerate the chief articles of the Treaty by which England recognised the Independence of the American Colonies.
 10. (a) How was the duration of Irish Parliaments prior to the reign of George III. regulated?
 - (b) What change was effected during the Lord Lieutenancy of Townshend?

FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. WYSE, District Inspector.

SECTION A.

1. Translate into English :—

C'était lui qui, un jour qu'Isabelle était montée au sommet de la tour démesurée de Séville, appelée *la Giralda*, pour en admirer l'étonnante élévation, et pour contempler d'en haut les rues et les maisons de la ville, semblables à une fourmilière à ses pieds, s'élança sur une poutre étroite qui débordait des créneaux; et, pirouettant sur un seul pied, à l'extrémité de cette solive, exécuta des prodiges d'adresse et d'audace sur l'abîme pour plaire à sa souveraine, sans que le vertige de la mort présente troublât ses yeux ou intimidât son cœur.—*Christophe Colomb.*

2. Translate into English :—

La mer aussi commençait à rouler ses présages. Des plantes inconnues flottaient fréquemment sur les lames. Les unes, disent les historiens de cette première traversée, étaient des plantes marines qui ne croissent que sur les bas-fonds voisins des rivages ; les autres, des plantes fluviales ; quelques-unes, fraîchement détachées des racines, conservaient la verdure de leur sève ; l'une d'elles portait un crabe vivant, navigateur embarqué sur une touffe d'herbe. Ces plantes et ces êtres vivants ne pouvaient pas avoir passé beaucoup de jours sur l'eau sans se faner et sans mourir.—*Christophe Colomb.*

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SECTION B.

3. Translate into English :—

Télémaque, ne voyant point son père Ulysse parmi tous ces rois, chercha du moins des yeux le divin Laërte, son grand-père. Pendant qu'il le cherchait inutilement, un vieillard vénérable et plein de majesté s'avança vers lui. Sa vieillesse ne ressemblait point à celle des hommes que le poids des années accable sur la terre ; on voyait seulement qu'il avait été vieux avant sa mort : c'était un mélange de tout ce que la vieillesse a de grave, avec toutes les grâces de la jeunesse.—*Fénelon.*

4. Translate into English :—

- (a.) Il avait beau parler, il ne pouvait le persuader.
- (b.) Il s'en faut beaucoup qu'il soit aussi intelligent que son frère.
- (c.) C'est à qui arrivera le premier.
- (d.) Il parle en maître.

SECTION C.

5. Translate into French :—

Learning of all kinds was held in great estimation by the ancient Irish, especially History, Poetry, and Romantic Tales. Most of their lore was written down in books ; for after the time of St. Patrick everything that was considered worthy of being preserved was committed to writing, so that manuscripts gradually accumulated all through the country.

6. Express in French :—

- (a.) If they are late, shall we wait for them ?
- (b.) That poor woman broke her arm last week.
- (c.) I will write to them both.
- (d.) There were more than five hundred soldiers killed in the battle.

SECTION D.

7. Distinguish the meanings of the following nouns, according as they are masculine or feminine :—*livre, poêle, tour, pendule.*

8. State the rules for the agreement of the adjectives :—*nu, feu, demi.*

9. Express in French :—a wine-glass ; silk stockings ; a gold watch ; two francs a pound ; five francs a day.

10. Give the first person singular of the future simple, and of the present subjunctive of :—*valoir, boire, cueillir, s'asseoir.*

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IRISH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Mr. DEWAR, Head Inspector.

Mr. LEHANE, District Inspector

SECTION A

1. Translate into Irish :—

Many years ago there lived a prince, who was both wise and rich. One evening he walked out alone from his palace, and going to the highway began to dig a hole in the middle of the road.

When the hole was as deep as he wanted he placed in it a package, and then laying a large stone over the mouth of the hole returned to his palace.

Section B.

2. Translate into English :—

[illegible]

3. Translate into English :—

Το ένωτό μας αν πεάτουμε τοιη τά γλίη τ'άδάρη ας τεινός
ποηή να κοναίς, άγυρ τας γέ πάγχαρ ποηαίλ περσινάτωιη τά τί
γλίη άρ αν έανθ, ιονηυρ ζυρ μάγθ το έάτωι έ, άγυρ το έαίς
τά έοαίς να π-κον έ.

4. Translate into English :—

Ro éurh Pionn ceo to coirhae nu, aghu marh púngaor dh
Láearh an éorhann rín éorh na maac rín fúea, éurha, aghu
éurha, aghu púngaorh éurh éurh éorh .i. éurh dh éorhann, éurh
dh éorhann, aghu éurh dh éorh ann aghu éorh.

5. Translate into English :—

Do éuáomai an reáirán ó vo flegib mar éapóirib. Do éuáiré ruar 'na áonur an flegib vo óeunair unuairé.

Α Σουλ, πρεπε πα α β-πυλ τῶ ας γῆλεαννῦμ οπμ! 'Οο γλεσφ
οπμ ὀμ πῶβαν. Νᾶ βῖνῶ ας πῶραῖται αμ α ὀλε.

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6. Translate into English :—

‘Do tí ríḡ ‘han ‘Doshan ‘Tora, aḡur vo tí aon inḡion aḡán aḡe,
an ‘dean ba ‘pḡáḡta ‘ḡeud ar aḡr ‘ná ar ‘talan. ‘Do tí rí rḡn
aḡ turem ‘um aḡr, aḡur vo ḡeall ḡo ‘uḡḡarḡ a inḡion : ḡoleamḡar
vo’n ‘éarḡ ḡear vo curḡarḡ ‘ḡiaraḡ ar “ḡaḡar ‘ḡéarḡ” nḡ
“ḡaḡar vo ‘éarḡ éarḡ” vo ríḡ.

7. Translate into English :—

‘Dḡḡan tḡean-aḡḡur vo tí leat-aḡarḡn ‘hna ‘ḡḡḡarḡ :
n-‘ḡḡḡḡ : ḡḡḡḡ na ḡaḡḡḡ, aḡur erḡ ḡo ríḡ vḡḡ nḡr
aḡe aḡḡḡ ḡeḡḡ, nḡr ḡear rí nḡr nḡ ‘ná aon ḡorḡ aḡán
‘ḡḡḡḡ, aḡur bḡr h-é rḡ an Rḡḡarḡ ‘ḡḡ. ‘Do ḡeḡarḡ rí curḡ
aḡḡ arḡo ó na vḡḡḡ uarḡe, mḡr vo ḡeḡarḡ ríḡ ḡḡḡḡ ar.

SECTION D.

8. Parse the words *ḡáḡḡḡ*, *aḡ*, *ḡeḡarḡ*, *conarḡ*, *ríḡḡḡ*, and
ḡeḡḡ, which occur in Question 3.

9. Decline the nouns *erḡ*, *obarḡ*, and *rḡḡḡ*.

10. Give the different meanings of the possessive pronoun *a*. Show
by examples, using a suitable noun, how these different meanings may
be distinguished.

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each
Section—A, B, C, D. The Examiner will read only the first
five answers left uncanceled. The questions in this paper are
all of equal value, eight marks being allowed for each.

Mr. STRONG, Head Inspector.

Mr. CONNELLY, District Inspector.

SECTION A.

1. Translate into English :—

Vere fruor semper : vere est nitidissimus annus.

Arbor habet frondes, pabula semper humus.

Est mihi facundus dotalibus hortus in agris :

Aura fovet, liquidæ fonte rigatur aquæ.

Hunc meus implevit generoso flore maritus,

Atque ait, “Arbitrium tu, dea, floris habet.”

Sæpe ego digestos volui numerare colores,

Nec potui : numero copia maior erat.

Rosida cum primum foliis excussa pruina est,

Et variae radiis intepuere comæ,

Convenient pictis incinctæ vestibus Horæ,

Inque leves calathos munera nostra legunt.

Parse vere, rigatur, numero.

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2. Translate into English :—

Nam domum habuit in colle Quirinali Tampilianam, ab avunculo hereditate relictam, cuius amoenitas non aedificio, sed silva constabat. Ipsum enim tectum, antiquitas constitutum, plus salis quam sumptus habebat; in quo nihil commutavit, nisi si quid vetustate coactus est. Usus est familia, si utilitate indicandum est, optima, si forma, vix mediocri. Namque in ea erant pueri litteratissimi, anagnostae optimi et plurimi librarii, ut ne pedissequus quidem quisquam esset, qui non utrumque horum pulchre facere posset; pari modo artifices ceteri, quos cultus domesticus desiderat, apprime boni.

Parse sumptus, quid, forma.

SECTION B.

3. Translate into English :—

Mane erat : excussus somno Tiryntius hospes
De numero tauros sentit abesse duos,
Nulla videt taciti quaerens vestigia furti :
Traxerat averseo Cacus in antra ferox ;
Cacus, Aventinae timor atque infamis silvae,
Non leve finitimis hospitibusque malum.
Dira viro facies, vires pro corpore, corpus
Grande, pater monstri Mulciber hujus erat ;
Proque domo longis spelunca recessibus ingens,
Abdita, vix ipsis invenienda foris.

4. Translate into English :—

Arpincius et Junius, quae audierunt, ad legatos deferunt. Illi repentina re perturbati, etsi ab hoste ea dicebantur, non tamen neglegenda existimabant, maximeque hac re permovebantur, quod civitatem ignobilem atque humilem Eburonum sua sponte populo Romano bellum facere ausam vix erat credendum. Itaque ad consilium rem deferunt, magnaue inter eos existit controversia. Lucius Aurunculeius compluresque tribuni militum et primorum ordinum centuriones nihil temere agendum, neque ex hibernis injussu Caesaris discedendum existimabant.

SECTION C.

5. (a.) Distinguish between the meanings of the following words in the singular and in the plural :—*aedes, auxilium, impedimentum, ludas, copia.*

(b.) Give the perfect participle of *motior, maneo, mordeo, adipiscor.*

6. What is the Latin for—

- (a.) two by two ;
- (b.) eight times ;
- (c.) four hundredth ;
- (d.) five hundred thousand ;
- (e.) thirty-three miles ?

7. Explain the formation and meaning of frequentative, inceptive, and desiderative verbs, giving an example of each.

8. State exactly the meaning of *uterque, uter, quispiam, quisque, quisquam* ; giving an example of the use of each.

9. When do *diu, donec, quoad* (= until) take the indicative, and when the subjunctive mood ? Give examples.

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10. Translate into Latin :—

On the following days meetings of the Senate were held outside the city. Pompey brings before them those points which Scipio had already fully explained. He praises the courage and the determination of the Senate. He gives a detail of his forces (stating) that he had ten legions ready, and that he had inquired and ascertained that the soldiers were disaffected towards Caesar, and that they could not be persuaded either to defend or follow him.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. CROMIE, District Inspector.

1. Prove that—

$\cos (A - B) = \cos A \cdot \cos B + \sin A \cdot \sin B$ where A and B are each less than a right angle.

2. Find the limits between which A must lie if $\sin A + \cos A$ is positive.

3. Show that one value of θ , which satisfies the equation $2 \tan \theta = \cos \theta$, lies between 0 and 30° .

4. If $A + B + C = 180^\circ$, and if $\sin A = \frac{3}{5}$, $\sin B = \frac{12}{13}$, find $\sin C$.

5. If $a \sin A + b \sin B + c \sin C = 0$,

and $a \cos A + b \cos B + c \cos C = 0$,

then

$$\frac{\sin (B - C)}{a} = \frac{\sin (C - A)}{b} = \frac{\sin (A - B)}{c}.$$

6. In the right-angled triangle ABC (C being the right angle), show that $\tan 2A - \sec 2B = \frac{b+a}{b-a}$.

7. Show that $\cos 55^\circ + \cos 65^\circ + \cos 175^\circ = 0$.

8. Show how to solve a right-angled triangle, being given—

(1.) The hypotenuse and one side,

(2.) The hypotenuse and one of the acute angles.

9. Solve the equation—

$$\frac{\tan\left(\theta - \frac{\pi}{12}\right)}{\tan\left(\theta + \frac{\pi}{12}\right)} = \frac{1}{3}.$$

10. Express $\sin A + \cos B$ as the product of two factors.

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VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. SULLIVAN, Head Inspector.

Mr. GOODMAN, Examiner in Music.

1. Write and explain the Standard Scale of pitch.
2. Arrange the following in ascending order of pitch, beginning with the lowest :—*r* in Key *Bb*; *m* in Key *E*; *l* in Key *F*; *t* in Key *B*; *s* in Key *D*.
3. State how the mental effects of tones are modified by (1) high and low pitch, and by (2) quick and slow movement.
4. What is meant by the "modes of the scale"?
5. What do you understand by the "keytone" of a tune? What by Key *Eb*? How would you get Key *Eb* from a tuning fork?
6. Name the following intervals, and state what each becomes on inversion :—

(a.)	(b.)	(c.)	(d.)	(e.)
<i>d</i> ¹	<i>t</i>	<i>r</i> ¹	<i>s</i>	<i>t</i>
<i>l</i>	<i>r</i>	<i>m</i>	<i>l</i> ₁	<i>f</i>

7. Give the order of accents in four and six pulse measures, and state what is the mental effect of each of these measures.
8. Re-write the following, halving the value of each note and rest, and give the time names of the passage when so written out :—
{ | *d* : - *r* | *m* *f* : *s* *l* | *s* : - | - : *l* *s* | *t* : | *d*¹ : - || }
9. Define *Do*'s place in the scale.
10. Give the meaning of the following :—*Ritard*, *Adagio*, *♩*, *Del Segno*, *M. 76*.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

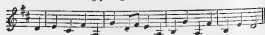
One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

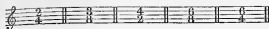
Mr. SULLIVAN, Head Inspector.

Mr. GOODMAN, Examiner in Music.

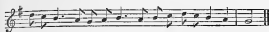
1. Write the following passage in the bass clef at the same pitch :—




2. After each of the following time signatures write one note (dotted if necessary), equal in time value to a full bar :—



3. Add time signature and bar lines to the following :—



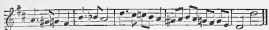
4. Write in the bass clef the scales of E and E \flat major, placing the necessary sharps and flats before the notes requiring them.

5. Write above the note  the following intervals :—

a minor sixth ; a perfect fourth ; a major seventh ; a minor third ; a minor second.

6. Write in treble and bass clefs the signatures of the following keys :—A \flat , B, F.

7. Transpose the following a minor third up. Prefix key signature :—



8. Write in full the words indicated by the following contractions and give their meaning :—*ff*, *rall.*, *D.C.*, *ad lib.*, *sf*.

9. Which intervals are consonant ? Which dissonant ?

10. Name three major thirds in the key of B.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. EARDLEY, Head Inspector
Mr. COX, District Inspector.

1. What are the chief uses of food ? Classify food substances consistently with your answer.

2. By what different names is nitrogenous food known ? How is it acted on by the digestive juices ?

3. Describe fully the preparation of Arrowroot and Tapioca from their plant stage until they are cooked.

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4. What impurities in water may induce the following diseases:—Dyspepsia, dysentery, goitre, and ague?
5. Give a brief summary of Dr. Hammond's experiments on alcohol as a food.
6. How is Clear Soup made?
7. What is Bile? Where is it formed? And what are its uses?
8. What are the advantages of cooking? Describe the influence on their digestibility of cooking eggs in different ways.
9. Give hints for the proper care of the teeth; and mention the injurious effects of imperfect mastication.
10. What are the leading principles which should guide one in cooking for the sick?

MANUAL TRAINING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

MR. SULLIVAN, Head Inspector.

MR. HEADEN, District Inspector.

1. Discuss the utility of Sloyd as a means of training the senses.
2. How, and to what extent, does Manual Training promote the educational work of the school?
3. Classify in order (a) the Kindergarten Gifts, and (b) the Kindergarten Occupations; and explain the principles upon which the division into Gifts and Occupations is based.
4. What branches in our Results Programme (Kindergarten excluded) may be regarded as training the hand and eye? How far do these differ from Sloyd in educational purpose and result?
5. "The corner stone of the Kindergarten and of the Manual Training School is Object Teaching." Discuss this statement and point the argument it contains.
6. Describe briefly the forms of Manual Training suitable for primary schools; and state, with reasons, which one you consider best adapted for a rural national school in Ireland.
7. Should *Measuring* and *Weighing* form part of the elementary school course? If so, give reasons, and specify the apparatus required, and the progressive exercises you would recommend.
8. What are the first means at the disposal of a child for making himself acquainted with the outward world? What argument does the knowledge of this fact advance for Kindergarten?
9. "Practical teaching of Hand-craft is based upon *models for imitation*." Sketch one, describing it in detail, and giving its dimensions.
10. What is the special purpose and advantage of Paper-folding as an occupation in Kindergarten?

SPELLING AND PUNCTUATION.

PASSAGE FOR DICTATION.

N.B.—*The Superintendent, when reading this passage, will bear in mind that, as the candidate is expected to punctuate it properly, the various stops should not be named.*

Mr. DEWAR, Head Inspector.

Mr. WELLY, District Inspector.

Through the perpetual twilight, tall columnar trunks in thick profusion grew from a floor chequered with lights and shadows. Each shaft of the forest rose to a preternatural height, the many branches intermingling in the space above, to form a stately canopy. Foliage, flowers, and fruit of colossal luxuriance, strange birds, beasts, griffins, and chimeras in endless multitudes, the rank vegetation and fantastic zoology of a fabulous world, seemed to decorate and to animate the serried trunks and pendent branches, while the shattering symphonies of the organ suggested the rushing of the wind through the forest—now the full diapason of the storm, and now the gentle cadence of the evening breeze.

Internally, the church was rich beyond expression. All that opulent devotion could devise, in wood, bronze, marble, silver, gold, precious jewellery, or sacramental furniture, had been profusely lavished. The penitential tears of centuries had incrustated the whole interior with their glittering stalactites. Divided into five naves, with external rows of chapels, but separated by no screens or partitions, the great temple forming an imposing whole, the effect was the more impressive, the vistas almost infinite in appearance. The wealthy citizens, the twenty-seven guilds, the six military associations, the rhythmical colleges, besides many other secular or religious sodalities, had their own chapels and altars. Tombs adorned with the effigies of mailed crusaders and pious dames covered the floor, tattered banners hung in the air, the escutcheons of the Golden Fleece, an order typical of Flemish industry, but of which emperors and kings were proud to be the chevaliers, decorated the columns.

NEEDLEWORK—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following stitches:—*hemming*, *top-sewing* (a seam, top sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tuck), *one buttonhole*, barred at each end; *sewing on gathers* (also known as “stocking on”); *one inch* of each stitch will suffice as sample, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time required for other branches of this subject. A small patch (about 1½ inches square) is to be tacked on, and sewn round one quarter of the outer, and

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one quarter of the inner side, so as to complete one quarter of the patch, and include one corner. Also, a small gusset is to be set in, as if for a man's shirt, top-sewn (from the wrong side) up the two sides of the triangle, stitched across its fold, and hemmed down at back. This gusset is to be inserted at end of run-and-fell seam, which should be worked, for the purpose, some way from the edge of the material. Candidate's examination number is to be plainly marked on an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz.:—the leg of a grown person's stocking, with thickened heel commenced (which stocking may be of reduced size, if preferred) is required to turn and complete this heel in presence of Superintendent, picking up stitches for foot, and knitting three or four rounds of it, beginning the narrowing for instep. The stocking should have securely sewn to it a label about one inch wide and one-and-a-half inches long, clearly marked with candidate's examination number. Before beginning to turn the heel of the stocking, candidate will present it to Superintendent, to be marked by him. She should be specially careful not to neglect doing this.

Superintendent will supply candidate with a small piece of stocking-web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works upon the wrong. She is to darn a round hole, *not smaller than a sixpence, or larger than a shilling*, running in each direction to half-an-inch beyond the hole, and leaving short loops for shrinkage. Candidate will also be given a square of coarser web, which she will cut across, prepare, and tack on paper, joining the two strips together to the length of an inch by *grafting*.

Specimens of knitting, darning, and grafting are, when finished, to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for cutting-out will be supplied. Cutting-out specimens are to be tacked together with needle and thread; *no pins are to be left in them*. Candidate will be required to cut out two articles, viz., a man's shirt and a baby's first shirt. The man's shirt is to be cut to the following measurements:—Neck, 14 inches; length of yoke, 17 inches; length of front shoulder, $6\frac{1}{2}$ inches; sleeve (including cuff), 23 inches; half-size of arm-hole, 9 inches; back length, 35 inches; front-length, 33 inches. Each article is to be marked with examination number.

In dressmaking, candidate is required to cut out bodice and sleeves for grown person to the following measurements:—Neck, 14 inches; bust, 35 inches; waist, 22 inches; front length, $12\frac{1}{2}$ inches (if this measure be taken from back of neck it will be 18 inches); back-length, 15 inches; cross back, $5\frac{1}{2}$ inches; hip, 40 inches; length of sleeve, 23 inches; length of elbow, 14 inches; bend, $10\frac{1}{2}$ inches; top of sleeve, 19 inches; cuff, $8\frac{1}{2}$ inches. Pattern is to be tacked together. *One-half of bodice and one sleeve will be taken as a sufficient test.*

Candidate is requested to comply as *exactly as possible* with all requirements mentioned above, as neglect of these instructions may lessen the value of her work.

VI.—QUESTIONS set to Candidates for Second Division of
Third Class.

PENMANSHIP.—50 Marks.

Half an hour allowed for this paper

Mr. DEWAR, Head Inspector.

Mr. KEITH, District Inspector.

Transcribe :—

Not far advanced was morning day
When Marmion did his troop array
To Surrey's camp to ride ;
He had safe conduct for his band
Beneath the royal seal and hand,
And Douglas gave a guide.
The train from out the castle drew,
But Marmion stopped to bid adieu :—
" Though something I might plain," he said
" Of cold respect to stranger guest,
Sent hither by your King's behest,
While in Tantallon's towers I stayed."

SIR WALTER SCOTT.

He was a fellow of the Royal Societies both of London and Edinburgh, and one of the few Englishmen who were elected members of the National Institute of France. All men of learning and science were his cordial friends ; and such was the influence of his mild character, and perfect fairness and liberality, even upon the pretenders to these accomplishments, that he lived to disarm even envy itself, and died, we verily believe, without a single enemy.

LORD JEFFREY.

SPELLING AND PUNCTUATION.—40 Marks.

Mr. DEWAR, Head Inspector.

Mr. WELPLY, District Inspector.

No estimate of Shakespeare's genius can be adequate. In knowledge of human character, in wealth of humour, in depth of passion, in fertility of fancy, and in soundness of judgment he has no rival. It is true of him, as of no other writer, that his language and versification adapt themselves to every phase of sentiment, and sound every note in the scale of felicity. Some defects are to be acknowledged, but they sink into insignificance when measured by the magnitude of his achievement. Sudden transitions, elliptical expressions, mixed metaphors, indefensible verbal quibbles, and fantastic conceits at times create an atmosphere of obscurity. The student is perplexed, too, by obsolete words, and by

Appendix. some hopelessly corrupt readings. But when the whole of Shakespeare's vast work is scrutinized with due attention, the glow of his imagination is seen to leave few passages wholly unilluminated. Some of his plots are hastily constructed and inconsistently developed, but the intensity of the interest with which he contrives to invest the personality of his heroes and heroines triumphs over halting or digressive treatment of the story in which they have their being. Although he was versed in the technicalities of stagecraft, he occasionally disregarded its elementary conditions. But the success of his presentments of human life and character depended little on his manipulation of theatrical machinery. His unassailable supremacy springs from the versatile working of his insight and intellect, by virtue of which his pen limned with unerring precision almost every gradation of thought and emotion that animates the living stage of the world.

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GRAMMAR.—60 Marks.

Two hours allowed for this paper.

N.B.—*In addition to the questions in Parsing and Analysis, namely, Nos. 1 and 2, which are compulsory, only three questions are to be attempted. The Examiner will read only the Parsing and Analysis and the first three other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Dr. MORAN, Head Inspector.

Dr. BRATTY, District Inspector.

- 1 If to the city sped—what waits him there?
 To see profusion that he must not share;
 To see ten thousand baneful arts combine
 To pamper luxury and this mankind;
 To see those joys the sons of pleasure know
 Extorted from his fellow creature's woe.
 Even now the devastation is begun,
 And half the business of destruction done.
 Even now, methinks, as pondering here I stand,
 I see the rural virtues leave the land.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Give a complete analysis of the following sentence:—
 A bill of mortality is an unanswerable argument for a Providence.
3. Correct (giving reasons) or justify the following expressions:—
 (a.) I fear that I will not be successful.
 (b.) Ambition is one of those passions that is never satisfied.
 (c.) Conceit in weakest bodies strongest works.
 (d.) There let him lay.

4. Frame sentences to illustrate the use as (1) adjectives, (2) pronouns of: *this, that, some, any*.

5. Enumerate, with examples, the various uses of the verb *Do*, as an auxiliary.
6. Define the following:—(1) *Inseparable Preposition*; *Conjunctive Adverb*; (3) *Strong Verb*; and give two examples of each.
7. Opposite each of the following affixes:—*dom*, *es*, *ist*, *fy*, *tide*, write the meaning or force; and at least two examples of the use of each.
8. Distinguish the prefix *a*, according as it is of English, Latin, Greek origin; and give examples of each.
9. Mention the different methods by which the Gender of Nouns is distinguished in English; and give at least three examples of each method.
10. Write down, in a column, opposite each of the following verbs, its past participle:—swim, thrust, drive, swell, ride, lay, seek, knit, stick, soothe, string, wind.

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ENGLISH COMPOSITION.—50 Marks.

Two hours allowed for this paper.

N.B.—*Only one subject to be attempted.*

Mr. EARDLEY, Head Inspector.

Mr. McNEILL, District Inspector.

1. Rivers.
2. Newspapers, and their Influence.
3. Instinct in Animals.

GEOGRAPHY.—70 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.*

Dr. MORAN, Head Inspector.

Mr. MURPHY, District Inspector.

1. Draw an outline map of Ireland, showing as accurately as possible the mountain ranges and general drain age system of Ulster.
2. Mark as accurately as possible, on the map supplied to you, Morecambe Bay, Solent, Carmarthen Bay, St David's Head, Beachy Head, Landy Island; the mouths of the Mersey, Bristol Avon, and Tees; and the maritime counties of Kent, Glamorgan, and Carnarvon.
3. What were the foreign possessions of Spain before the recent Spanish-American war?
4. Give, in the form of *concise notes* for a class-lesson, all your reasons for concluding (a) that the earth is round; (b) that it rotates; and (c) that it revolves round the sun with its axis inclined to the plane of its orbit.

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5. Name the principal commercial ports on the Baltic Sea and its inlets. What are the chief exports of Norway and Sweden?
6. Name the principal centres of the linen and silk industries in Great Britain and France.
7. Where are Trent, Herat, Tokay, Ascension, Canea, Havannah, Bantam? For what are the first three noted?
8. The meridian altitude of the sun is observed, in the southern hemisphere, to be 50° on the 21st June. Find the latitude of the place of observation, showing your method of calculation by means of a diagram.
9. State exactly the form of government established in Mexico, Egypt, Bulgaria, Norway and Sweden.
10. Name and give the exact position of the principal commercial ports of the United States

ENGLISH LITERATURE.—70 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being allowed for each.*

Mr. SULLIVAN, Head Inspector.

Mr. MCALISTER, District Inspector.

1. "In these books Alfred gave to his people in their own tongue the best existing works on history, geography, and philosophy." What works are here referred to, and from what sources were they derived?
2. Describe, as fully as you can, the "Faerie Queene" with reference to both plan and metre.
3. Sketch briefly the life of Thomas Moore.
4. The literary life of Shakespeare has been divided into four periods; define them with dates, and name some of the works produced in each.
5. Name the authors of the following works :—
 - (a.) "The Hind and the Panther."
 - (b.) "Progress of Poesy."
 - (c.) "She Stoops to Conquer."
 - (d.) "Letters on a Regicide Peace."
 - (e.) "The Excursion."
 - (f.) "Manfred."
 - (g.) "House of Fame."
6. Name two of the principal works of :—
 - (a.) Bacon.
 - (b.) Pope.
 - (c.) Scott.
 - (d.) Macaulay.
 - (e.) Tennyson.
 And describe any one of the works you name.
7. Quote the passages in which Milton alludes to :—
 - (a.) The Greek drama.
 - (b.) The English drama.
 - (c.) Chaucer.

8. Comment on the words italicised in the following lines, and complete the couplets in which the lines occur :—

- (a.) Where *Corydon* and *Thyrsis* met.
- (b.) And the jocund *rebekks* sound.
- (c.) 'Less *Philomel* will deign a song.
- (d.) With the *Attic* boy to hunt.
- (e.) And of those *daemons* that are found.
- (f.) The clouds in thousand *liveries* dight.
- (g.) Sometimes with *secure* delight.

9. Enumerate the companions of Mirth and Melancholy as invoked by Milton.

10. Complete the couplets in which the following lines occur, and annotate the words italicised :—

- (a.) "And filled each *pause* the nightingale had made."
- (b.) "With *aspen* boughs and flowers and *fennel* gay."
- (c.) "But the long *pomp*, the midnight *masquerade*."
- (d.) "Where half the *convex* world intrudes between."
- (e.) "Where the dark scorpion *gathers* death around."
- (f.) "As ocean sweeps the *laboured* mole away."
- (g.) "The *hollow-sounding* *bittern* guards its nest."

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ARITHMETIC.—100 Marks

MALE TEACHERS.

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Teachers.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

MR. DEWAR, Head Inspector.

MR. MCENERY, District Inspector.

1. Find the decimal equivalent to the fractional expression—

$$\frac{(1 - \frac{1}{2}) \times 6\frac{1}{2} \times (\frac{1}{2} \div 2)}{\frac{1}{3} \times 11\frac{1}{4}}$$

2. Find the prime factors of 56448, and then by inspection say what additional factor multiplied into 56448 will make a perfect square. What is the square root of $39\frac{1}{2}$?

3. What is meant by stock? If $3\frac{1}{2}$ per cent. stock is purchasable at $87\frac{1}{2}$, what annual income can I secure by investing £4,380 16s. 8d. in it, after paying $\frac{1}{8}$ per cent. on the purchase money for brokerage?

4. A can beat B by 5 yards in a 100 yards race, and B can beat C by 10 yards in a 200 yards race. By how many yards can A beat C in a 400 yards race?

5. State how you determine the position of the point in dividing one decimal by another. As an example, divide 4.375 by 62.5 and also by 0000625.

6. What is the least number that must be added to 1760 so that the sum may be divisible by 7, 11, and 13, respectively?

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7. Give the substance of a lesson intended to explain and illustrate ratio and proportion.

8. If the interest on £120 for 5 years be £24, in what time at the same rate will £480 10s. amount to £672 14s.?

9. A person selling apples at the rate of three for a penny gains 5 per cent., find the gain or loss per cent. when 25 are sold for 6d.

10. If a person gives £255 5s. in exchange for a bill of £280 15s. 6d. due a year hence, at what rate per cent. is he discounting the bill?

ARITHMETIC.—100 Marks.

FEMALE TEACHERS.

Female
Teachers.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. State and explain the rule for the addition of vulgar fractions.

2. Thirty men do $\frac{1}{2}$ of a piece of work in 12 days, working 8 hours a day; in how many days of 8 hours each will $\frac{3}{4}$ of the same piece of work be done if the 30 men work for one day and half this number for the remainder of the time?

3. What sum of money must be invested in the $3\frac{1}{2}$ per cent. stock at 93 $\frac{1}{2}$ to secure an income of £100 a year?

4. Distinguish between discount and interest. If the discount on a sum of money due six months hence at $4\frac{1}{2}$ per cent. is £7 19s. 3d., find the sum.

5. State and explain the rule for finding the gain or loss per cent., being given the cost price and the selling price.

6. A grocer buys some goods, of which he retails $\frac{1}{4}$ at a gain of 5 per cent., $\frac{1}{4}$ at a gain of 10 per cent., and the remainder at a gain of 20 per cent., the whole of his sales amounting to £67 15s.; find the price at which he bought them.

$$7. \text{Simplify } \frac{(423 + \frac{3}{4}) + (1\frac{1}{2} \div 3) + (4\frac{1}{2} + 1\frac{3}{4})}{(\frac{2}{3} \text{ of } 41) + (32 \times \frac{2}{3}) - (1 + \frac{7}{16})}.$$

8. Find the greatest number which will divide 17,260 and 16,039, leaving remainders 5 and 2 respectively. Prove the process employed.

9. Name the different kinds of decimals and distinguish between them.

$$\text{Find the value of } \frac{.321 \times .321 - .179 \times .179}{.321 - .179} \text{ of } £5.$$

10. Work the following sum by the unitary method, and by the rule of three; and show why it is of advantage to be acquainted with both methods:—

If the carriage of 10 cwt. 14 lbs. for 79 $\frac{1}{2}$ miles cost £7 17s. 6d., what will it cost to have 1 cwt. 1 qr. conveyed the same distance?

ALGEBRA.—80 Marks.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. M'CLINTOCK, District Inspector.

1. Solve the equation—

$$\frac{2x-1}{2x+1} - \frac{1}{2} \left(\frac{5}{x} - 2 \right) = \frac{2}{3}.$$

2. Reduce $\frac{6x^4 - 7x^3 - 26x^2 + 7x + 20}{6x^4 + x^3 - 54x^2 + 11x + 60}$ to its lowest terms.

3. Extract the square root of—

$$x^4 - 2x^3y - 2x^2z + x^2y^2 + x^2z^2 + 4x^2yz - 2xy^2z - 2xyz^2 + y^2z^2.$$

4. Resolve into elementary factors—

$$(1.) (a+b-c)^2 - a^2 + b^2 - c^2.$$

$$(2.) 2x^3 + 3x^2y - 2x - 3y.$$

The work is, in each case, to be set forth in due sequence, so as to indicate the reason of the process.

5. Solve the equations—

$$3(x+y) - 2(y-x) = 2(3x+4y) - 67,$$

$$\frac{x+3y}{3} - \frac{x}{5} = \frac{x+y}{2} + 1\frac{1}{2}.$$

6. A train starts from Belfast to Clones at 8 a.m., and another leaves Clones for Belfast on the same day at 9.30 a.m.; the former travels at the rate of 20 miles an hour, and the latter at the rate of $22\frac{1}{2}$ miles an hour. At what distance from Clones will they meet; the distance between the two towns being $64\frac{1}{2}$ miles?

7. Show that a fraction $\frac{a}{b}$ may be divided by an integer c by multiplying the denominator by c .

8. Find two numbers such that one-fifth of their sum is equal to three times their difference, and if five times the greater be diminished by twice the less, the remainder, plus 20, is equal to twice the sum of the numbers.

9. Find the Least Common Multiple of—

$$4x^2 - 9, 6x^2 - 5x - 6, \text{ and } 4x^3 + 4x^2 - 9x - 9.$$

10. Express in its simplest form—

$$\left(\frac{1+x}{1-x} + \frac{4x}{1+x^2} + \frac{8x}{1-x^2} - \frac{1-x}{1+x} \right) \div \left\{ \left(1 + \frac{x}{1-x} \right) \left(1 - \frac{x}{1+x} \right) \right\}$$

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ALGEBRA.—80 Marks.

FEMALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. McCLENNOCK, District Inspector.

1. A person who has £8,000 employs a portion of the money in building a house. One-fourth of the money which remains he invests at 4 per cent. per annum, and the other three-fourths at 6 per cent. per annum, and from these investments he obtains an income of £330. What was the cost of the house?

2. Find the Greatest Common Measure of—

$$a^5 - a^3 - 4a^2 - 3a - 2 \text{ and } 5a^4 - 3a^2 - 8a - 3.$$

3. Extract the square root of—

$$x^4 - 2x^3y + 2x^2y^2 + x^2y^3 - 4x^2y + x^2 + 2xy^2 - 2xy + y^2.$$

4. Solve the equations—

$$(a.) \frac{1}{3} \left(x - \frac{1}{3} \right) - \frac{2}{5} (4x + 1) = \frac{22\frac{1}{2} - x}{7} - 10.$$

$$(b.) \frac{a}{x - c} - \frac{b}{x + c} = \frac{2c(a + b - x)}{x^2 - c^2}.$$

5. Solve the equations—

$$4(y - x) = 7 + \frac{1}{2}(x + y),$$

$$\frac{5x - y - 1}{x + y} = \frac{8}{5}.$$

6. A bag contained £5 in shillings and half-crowns; after 18 shillings and 4 half-crowns had been taken out it was found that twice as many shillings as half-crowns were left. How many were there of each at first?

7. Solve the equation—

$$\frac{2x + 1}{4} - 2(x - 7\frac{1}{2}) = \frac{16}{2x - 3}.$$

8. Resolve into simplest factors—

$$(a.) 2y^2 + 3y^2 - 2y - 3.$$

$$(b.) x^5 - x^3 - x^2 + 1.$$

The work is to be set forth in due sequence in each case, so as to indicate the reason of the process.

9. Prove that the sum of any multiples of A and B is divisible by all the common divisors of A and B.

10. Reduce to its simplest form—

$$\left(\frac{1}{x^4 - x^3 - x + 1} - \frac{1}{x^4 + x^3 - x - 1} \right) \times \frac{(x - 1)^2(x + 1)}{2}.$$

GEOMETRY.—70 Marks.

MALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted, of which three must be in Section A and two in Section B. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, fourteen marks being assigned to each.

Only geometrical solutions will be accepted.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. Divide a given straight line into two segments, so that the rectangle contained by the whole line and one segment may be equal to the square on the other segment.

2. Prove that the difference of the squares on two lines is equal to the rectangle contained by their sum and their difference.

3. Give a geometrical proof of the formula—

$$a(a+b) = a^2 + ab,$$

where a and b are any two straight lines.

4. Prove that parallelograms on the same base and between the same parallels are equal in area.

5. If one angle of a triangle be greater than another angle, the side which is opposite the greater angle is greater than the side which is opposite to the less.

6. Prove by a direct demonstration that if two triangles have two sides of one respectively equal to two sides of the other, but the base of one greater than the base of the other, the angle contained by the sides of that which has the greater base is greater than the angle contained by the sides of the other.

SECTION B.

7. If in the figure of Euclid I. 47 three triangles be formed by joining the adjacent corners of the squares, prove that each of these triangles is equal in area to the original right-angled triangle.

8. Bisect a given triangle by a straight line drawn from a given point in one of its sides.

9. Given the difference of two lines and the sum of their squares; find the lines.

10. ABCD is a quadrilateral whose opposite angles, B and D, are right, and AD, BC produced meet in E. Prove $AE \cdot DE = BE \cdot CE$.

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GEOMETRY.—70 Marks.

FEMALE TEACHERS.

Two hours and a half allowed for this paper.

N.B.—*Only five questions to be attempted, of which three must be from Section A., and two from Section B.*

Only geometrical solutions will be accepted. The questions are all of equal value.

Dr. ALEXANDER, Head Inspector.
Mr. CUSSEN, District Inspector.

A.

1. Prove that if two angles of a triangle be equal, the sides opposite them are also equal.
2. Construct a parallelogram equal to a given triangle, and having an angle equal to a given angle.
3. Prove that if in any triangle one side be greater than another, the angle opposite to the greater side is greater than the angle opposite to the less.
4. Prove that if a line be bisected and divided externally in any point, the rectangle contained by the segments made by the external point, together with the square on half the line, is equal to the square on the segment between the middle point and the point of external division.
5. Prove that if a line be divided into any two parts, the square on the whole line is equal to the sum of the squares on the parts, together with twice their rectangle.
6. Prove that if a line be bisected and divided externally, the sum of the squares on the segments made by the external point is equal to twice the square on half the line, and twice the square on the segment between the points of section.

B.

7. Prove that the sum of the squares on the sides of a parallelogram is equal to the sum of the squares on its diagonals.
8. If from the vertical angle of a right-angled triangle a perpendicular be let fall on the hypotenuse its square is equal to the rectangle contained by the segments of the hypotenuse. Prove.
9. Prove that any right line through the intersection of the diagonals of a parallelogram bisects the parallelogram.
10. If a diagonal of a parallelogram be either equal to a side or less than a side of the same figure, that diagonal is less than the other. Prove.

MENSURATION.—30 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, six marks being assigned to each.

Mr. EARDLEY, Head Inspector.

Mr. M'GLADE, District Inspector.

1. A public garden occupies two acres, and is in the form of a square; if a pathway of uniform width goes completely round immediately inside the boundary and occupies $\frac{1}{2}$ of an acre, what is the width of this pathway?

2. Calculate the area of a triangular-shaped marsh whose sides measure 2·6, 2·8, and 3 inches on an ordnance survey map of scale 25 inches to the mile. Express your answer in acres, &c.

3. Find the expense of lining the sides and bottom of a rectangular cistern, 12 feet 9 inches long, 8 feet 3 inches broad, and 6 feet 6 inches deep, with lead which costs £1 8s. per cwt., and weighs 8 lbs. to the square foot.

4. The area of a triangle is 20·869 square yards, one angle is 45° , and one of the sides which contain this angle is 25 feet; find the other side.

5. Find the expense of walling-in a plot of land in the shape of a regular hexagon containing 1039·2 square yards at 7s. 6d. per yard.

6. ABCD is a quadrilateral field; the side AB = 48 chains, BC = 30 chains, the diagonal AC = 52 chains, and the perpendicular from D upon AC = 30 chains. Find the area of the field.

7. A road 10 yards wide is carried in the same direction over a flat country for a distance of 1,500 chains; the land costs £60 per acre, and the construction of the road £27 per square chain. Find the total cost.

8. A plot of land, in the shape of a triangle, whose sides are respectively 25 yards, 101 yards, and 114 yards, sells for £1,710; find the price per square yard.

9. The length of one of the parallel sides of a trapezoid being 3 chains, and the perpendicular distance between them 80 yards; what length must the other parallel side be that the area may be exactly one acre?

10. Find the rental of a field, in the shape of a rhomboid, whose base is 13 chains 75 links and height 9 chains 50 links at £3 10s. per acre.

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BOOK-KEEPING.—40 Marks.

Two hours allowed for this paper.

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N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, eight marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. P. J. FITZGERALD, District Inspector.

1. The following transactions are to be journalized :—

1898.		£	s.	d.
Mar.	1. Cash on hand	210	0	0
"	" Cash in bank	412	0	0
"	" Goods on hand	245	0	0
"	" Henry Morgan's acceptance due March 20th	56	0	0
"	" James East owes me	31	0	0
"	" I owe J. Chambers	46	0	0
"	" 8. Paid J. Chambers by cheque	46	0	0
"	" 10. James East accepted my draft at 14 days	31	0	0
"	" 12. Sold H. Denny 10 tons coal at 23s. per ton	11	10	0
"	" 15. Received from H. Denny his acceptance at 2 months	11	10	0
"	" " Paid into bank Denny's acceptance, discount stopped, 2s. 6d. Nett amount credited to me	11	7	6
"	" 22. Paid wages	3	12	0
"	" 31. Value of goods on hand	240	0	0

2. Post the following Journal entries into a Ledger, close it, and state (1) Is the Merchant solvent, (2) Has he gained or lost on his business :—

		£	s.	d.		£	s.	d.
Jan.	1. Cash	17	17	4	Dr.			
	Bank	1,467	2	1	"			
	T. Hill	500	0	6	"			
	John Doyle	229	13	2	"			
	James Hope	165	15	7	"			
	To Capital					2,380	8	8
		£	s.	d.				
"	2. Goods	100	0	0	Dr.			
	To John Smith					100	0	0
		£	s.	d.				
"	3. Bills receivable	500	0	6	Dr.			
	To T. Hill					500	0	6
		£	s.	d.				
"	4. J. Smith	100	0	0	Dr.			
	To Bills payable					100	0	0

		£	s.	d.		£	s.	d.	Appendix.
Jan.	5. Cash	229	13	2	Dr.	229	13	2	Section III., VI.
	To John Doyle								Examination Questions.
"	" James Miller	55	0	0	Dr.	55	0	0	Male and Female Teachers.
	To Goods								2 ^d Papers.
"	" Bank	200	0	0	Dr.	200	0	0	New Pro- gramme.
	To Cash								
"	31 Trade expenses	14	17	6	Dr.	14	17	6	
	To Cash								
"	" Balance	55	0	0	Dr.	55	0	0	
	To Goods								

3. (a) In my Journal I have entered S. Henry Dr. £100. To Cash £98, To Discount £2, instead of S. Henry Dr. £100, To Bills Payable £100; and again, (b) from a Journal entry Cash Dr. To Wine £170, which is correct, I have posted a wrong amount £107, into each account. How am I to rectify these errors?

4. Entered in a Cash Book the following transactions :—

1898.		£	s.	d.
Jan.	1. Cash on hand	25	1	9
"	" Cash at Bank of England	416	3	8
"	3. Paid John Jones	14	7	0
"	" Received of Edgar Poynton	73	10	0
"	" Received of James Mills	54	2	6
"	4. Paid Hector Clinton	24	0	0
"	" Paid into Bank	100	0	0
"	9. Paid John Smith	2	3	7
"	10. Paid Johnstone by cheque	40	0	0
"	11. Gordon paid into Bank of England to my account	53	17	2
"	15. Received of R. Hepworth	47	10	0

Use separate columns for Cash and Bank.

5. What do you understand by an Account Current, or Statement of Account? Give an example.

6. Give the meanings of the following terms used in connexion with Bill Transactions, (a) Drawing, (b) Retiring, (c) Accepting, (d) Dishonouring.

7. In the month of July 1898 John Merchant paid Petty Expenses £28 7s. 2d. He allowed discounts amounting to £45 7s. 2d., and was allowed discounts amounting to £45 7s. 2d.

Give a copy of the Ledger Account to which these items may be posted and close the Account.

State the nature of the closing entry.

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8. The following entries appear in the Waste Book of A. Peters:—

			£	s.	d.
Jan.	1.	Paid rent of warehouse	57	13	0
"	"	Paid J. Hill's draft due this day	186	0	0
"	"	Paid office expenses	10	5	6
"	"	Received payment of Brewery Company's accept- ance	231	6	6

Give A. Peter's Journal entries.

9. Journalize the following transactions:—

			£	s.	d.
(a.)	Bought of W. G. Taylor, London, 31 days, 4 cases				
	Leghorn hats		735	0	0
	Freight and storage on same		34	16	0
			769	16	0
(b.)	Bought of J. Jameson & Co, 3 puncheons malt				
	whiskey		46	4	0
	Storage charged thereon		1	2	0
	Duty and Permit for same		85	0	0
			132	6	0
(c.)	Paid postage account		1	13	8
	Twine, ropes, &c.,		4	3	0
	Porter's wages		1	12	0
			7	8	8
(d.)	Sold Robert Smith—				
	3 dozen Cape wine		3	7	6
	3 dozen bottles under ditto		—	7	6
	8½ gross empty bottles at 30s. per gross		12	15	0
			16	10	0

10. The following is a copy of W. Reid's Account in John Merchant's Ledger:—

Dr.	W. REID.			Cr.
	£	s.	d.	£ s. d.
Jan 1. To Goods	100	0	0	Jan. 3. By Cash 25 0 0
				" " Bills Receivable 74 10 0
				" " Discount - 10 0
	100	0	0	100 0 0

What transactions do these entries represent?

AGRICULTURE.—50 Marks.

MALE TEACHERS.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. KELLY, District Inspector.

1. Describe (a) the formation of the head; and (b) the principal qualities of bere or winter barley.
2. Specify two points necessary for success in egg production. How should hens be treated if eggs of the best flavour are to be produced? What foods are best for laying hens? What is the effect of feeding them on Indian corn?
3. At what stage should clover be cut? Give the reasons for your opinion. Discuss the propriety of cutting grass close to the ground.
4. Describe the method of sowing the seed of lettuce and the after cultivation of this vegetable. Compare the relative merits of the Cos and Cabbage kinds.
5. Describe the method of transplanting fruit trees.
6. Why do peas, strawberries, and potted plants sometimes run too much to leaves? What causes cabbage plants to run to seed?
7. Describe the method of propagating chrysanthemums.
8. Describe the Ayrshire cow as to shape and colour. What qualities of the Ayrshire cow induced the Ayrshire farmers to adopt this breed?
9. Write notes on the salting of butter.
10. Contrast the relative merits of the digging plough and the ordinary plough. Explain fully.

AGRICULTURE.—50 Marks.

FEMALE TEACHERS.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. KELLY, District Inspector.

1. State what you know of the Minorca breed of poultry.
2. What principles are to be observed in the construction or selection of a bee-hive?
3. Explain the use of the vent-peg, muslin cloth, "butter paper," and "Scotch-hands" in the making of butter.

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4. State the merits and defects of the Berkshire pig.
5. Describe as many methods as you know of fattening geese.
6. In propagating currants, what precautions are to be taken in laying in the cuttings? Explain fully. What difference is to be observed in the treatment of black and red currant cuttings?
7. State what you know of Aconite or Monkshood.
8. Explain as fully as you can why barley grains should start into growth together.
9. Write notes on the pulling and storing of mangels, and the best time to use them for stock-feeding. What is your opinion of mangels as a food for milch cows?
10. Why is it that in haymaking the hay is injured by tossing it about during broken weather? Hay may sometimes be put into a rick with safety, although it does not appear quite dry: explain fully.

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THEORY OF METHOD.—80 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, sixteen marks being allowed for each.*

DR. ALEXANDER, Head Inspector.
MR. HUGHES, District Inspector.

1. What are the principal faults committed by unskilful teachers in connexion with the ordinary reading of Primer lessons? How may these be avoided?
2. "In the matter of Home Lessons many teachers commit grave mistakes." Specify the principal of them.
3. Write notes of a lesson on the Rice Plant. What apparatus would be required for giving the lesson?
4. Point out the evils of a defective classification of pupils. When a child is admitted for the first time to school, what tests for classification should be applied?
5. Which of the senses are most active in early childhood? On what principles, therefore, should the instruction of young children proceed?
6. Show how you might make a lesson on the countries of Europe interesting and attractive so as to secure that it shall be remembered.
7. "Applicate questions give the little learners a very clear insight into the nature and functions of the Four Simple Rules of Arithmetic." In the case of each of these rules give two illustrative examples of such questions.
8. Show how the art of answering at written examinations may best be taught to children.
9. Describe how the Pronoun should be taught to Third Class.
10. Describe fully a method of teaching children the notation of numbers less than 100.

MECHANICAL DRAWING.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. CRAIG, District Inspector.

The work may be done in pencil. The solutions must be strictly geometrical, and not the result of calculation or trial. All construction lines should be shown.

A single accent (') signifies feet ; a double accent (") inches.

Put the number of the question before your answer.

1. Construct a scale of 30 feet to an inch, to read yards. Correctly divide and figure up to 50 yards.

2. Divide a line $6\frac{1}{2}$ " long into three parts which shall be in the proportion of 3, $5\frac{1}{2}$, and 10.

3. Draw two lines meeting at an angle of 60° . Draw a circle of $1\frac{1}{2}$ " radius to touch both these lines.

4. Draw two parallel lines AB and CD $1\frac{3}{8}$ " apart ; draw a line AD making the angle $BAD = 35^\circ =$ the angle CDA , through D and A draw two parallel lines BD and AC so that the figure ABCD may be a rhombus.

5. On a line AB, $1\frac{1}{2}$ " long, construct an irregular polygon of five sides. Let $BC = 2$ ", $CD = 1\frac{1}{4}$ ", $DE = 2\frac{1}{4}$ ", and $EA = 1\frac{3}{4}$ ". One diagonal AC makes an angle of 45° with AB. Another diagonal, BD, is $2\frac{1}{2}$ " long.

6. Construct a square of $1\frac{3}{8}$ " side. Through each angle draw a line parallel to a diagonal of the square, thus obtaining a second larger square. Repeat the process with the second square, obtaining a third square.

7. Trisect a triangle having its sides 3.5", 4", 4.5" long by lines parallel to the shortest side.

8. Find the mean proportional to two lines, $PQ = 3$ ", and $RS = 2$ ".

9. Find the third proportional to two lines, $TU = 3\frac{1}{2}$ ", and $VW = 2$ ".

10. Describe an arc MN, of 2" radius, and show how the centre can be found by geometrical construction. Mark a point O, in the arc, about midway between M and N. Through O, draw a tangent to the arc, when the centre is inaccessible.

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VOCAL MUSIC (TONIC SOL-FA).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

Mr. SULLIVAN, Head Inspector.

Mr. GOODMAN, Examiner in Music.

1. What causes the Mental Effects of the tones of the Common Scale?

2. Which are the "Strong" and which the "Leaning" tones of the Scale? In which tones is the leaning tendency most marked?

3. Explain what is meant by the Tetrachords of the Scale. In what respect are they similar? In what different?

4. Give the time names of the following, and re-write it in four pulse measure, doubling the value of each note and rest:—

{ | s.f : m, l | s. : r¹.d¹.t | d¹.r¹.m¹ : s ||

5. Arrange the following keys in descending order of pitch:—

G, B_b, E_b, A, F[♯].

6. Name all the perfect fourths of the Common Scale.

7. Write the following an octave lower, and add pulse signs so as to make it form four two pulse measures:—

s m¹ d¹ l r¹ t s f¹ r¹ d¹.

8. Name the following intervals:—

(a.)	(b.)	(c.)	(d.)	(e.)
f	l	f ¹	t	f ¹
r	m	s	r	t

9. Explain the terms:—Medium Accent: Double Bar Line: *Da Capo*: Major Chord: Little Step.

10. Give the meaning of the following:—*Forte*, *Allegretto*, *Largo*, *viano*, *ritenuto*.

VOCAL MUSIC (STAFF NOTATION).—25 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, five marks being assigned to each.

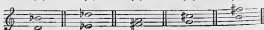
Mr. SULLIVAN, Head Inspector.

Mr. GOODMAN, Examiner in Music.

1. Write the Major Scales which have A and A_b for Subdominant.

2. Name the following Intervals:—

(a.) (b.) (c.) (d.) (e.)



- Appendix.* 7. Describe how the government of England was carried on by the
Section III. ministers of Charles I. during the 11 years preceding the meeting of
VI. the Long Parliament.
Examination 8. Give an account of the political career of Sir Robert Walpole or
Questions. of the elder Pitt.
 9. By what English commanders and as the result of what naval and
Male and Female military engagements was Napoleon forced to retire from Egypt and
Teachers. Syria?
C^s Papers. 10. Give some account of the important events in Irish History
New Programme. with which the following persons were connected :—(a) Rev. George
 Walker, (b) Owen Roe O'Neill.

LATIN.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Mr. STRONG, Head Inspector.

Mr. CONNELLY, District Inspector.

SECTION A.

1. Translate into English :—

Docebat etiam, quam veteres quamque justae causae necessitudinis ipsis cum Haeduis intercederent; quae senatus consulta, quotiens quamque honorifica in eos facta essent; ut omni tempore totius Galliae principatum Haedui tenuissent, prius etiam quam nostram amicitiam appetissent. Populi Romani hanc esse consuetudinem, ut socios atque amicos non modo sui nihil depardere, sed gratia, dignitate, honore auctiores velit esse. Quod vero ad amicitiam populi Romani adtelissent, id eis eripi quis pati posset?

Explain the mood of *velit* and *posset*.

2. Translate into English.

Hanc reperiebat causam, quod apud Germanos ea consuetudo esset, ut matresfamiliae eorum sortibus et vaticinationibus declararent, utrum proclium committi ex usu esset, necne; eas ita dicere: Non esse fas Germanos superare, si ante novam lunam proelio contendissent. Postridie ejus diei Caesar praesidio utrisque castris quod satis esse visum est reliquit; omnes alarios in conspectu hostium pro castris minoribus constituit, quod minus multitudine militum legionariorum pro hostibus numero valebat, ut ad speciem alariis uteretur.

Parse *reliquit*.

SECTION B.

3. (a.) What is the genitive plural of—

vir, judex, domus, senex?

- (b.) What is the comparative of—

male, benevolus, gracilis, nequam?

4. (a.) Give the subjunctive active perfect 1st person singular of—

malo, eo, possum, loquor.

- (b.) What is the imperative passive present second person singular of—

fero, capio, audio, moneo?

5. What are the various ways of expressing a purpose in Latin? Give examples.

6. What cases do the following verbs govern respectively :—

misereri, fungi, indulgere, persuadere?

SECTION C.

7. Translate into English :—

(a.) *Divitiis, nobilitate, viribus, multi male utuntur.*(b.) *Persæ, mortuo Alexandro, non alium, qui imperaret ipsis digniorem fuisse confitebantur.*(c.) *Alexander consedit regiâ sellâ (chair) multo excelsiore quam pro habitu corporis.*(d.) *Indignum videbatur populum Romanum ab iisdem Etruscis obsideri quorum sæpe exercitus fuderit.*

8. Translate into English :—

(a.) *Qua re animadversa relique ne circumvenirentur veriti se fugae mendant.*(b.) *Ipse post paulo silentio agressus cum tribus legionibus eum locum petit quo naves appelli jusserat.*(c.) *Non longius progrediendum est, commilitones, ne re frumentaria intercludamur.*(d.) *De me sic velim judices.*

SECTION D.

9. Translate into Latin :—

(a.) *We must spare our enemies.*(b.) *Socrates used to consider himself an inhabitant of the whole world.*(c.) *Avarice is a great evil to men.*(d.) *Who does not know how delightful it is to be praised?*

10. Translate into Latin :—

(a.) *Cæsar thought that he must take every precaution to prevent that happening.*(b.) *Cæsar having done these things returned home immediately.*(c.) *Socrates was accused of corrupting the young men.*(d.) *The Consul set out from Rome to Athens.*

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FRENCH.—40 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each Section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, eight marks being allowed for each.

Dr. MORAN, Head Inspector.

Mr. WYSE, District Inspector.

SECTION A.

1. Translate into English :—

On fit aussitôt le calcul de la distance et du nombre de fois que les pelisses devaient être changées. Les paysans russes veulent savoir leur compte, et se laissent difficilement tromper. La voyageuse fut placée sur un traineau, bien enveloppée dans sa pelisse. Le jeune homme qui la lui avait cédée se couvrit avec la natte dont elle s'était servie jusqu'alors, et s'asseyant sur ses pieds, se mit à chanter à tue-tête et ouvrit la marche. L'échange des pelisses se fit exactement à chaque poteau des verstes, et le convoi parvint très-heureusement et très-vite à Ekaterinembourg.—*La Jeune Sibérienne*.

2. Translate into English :—

A cette époque, ses traits étaient déjà fort altérés par l'émotion prononcée qui la minait sourdement ; mais, dans cet état même de dépérissement, il eût été difficile de trouver une physionomie plus agréable et surtout plus intéressante que la sienne. Elle était d'une taille moyenne, mais bien prise : son visage, entouré d'un voile noir qui couvrait tous ses cheveux, était d'un bel ovale. Elle avait les yeux très noirs, le front découvert, une certaine tranquillité mélancolique dans le regard et jusque dans le sourire.—*La Jeune Sibérienne*.

SECTION B.

4. Translate into French :—

- (a.) What are you thinking of? I am thinking of you.
- (b.) How old is she? She is nearly sixteen.
- (c.) He goes to bed when he is sleepy.
- (d.) I never saw anything so beautiful.

4. Translate in French :—

- (a.) I ought to have done it.
- (b.) Charles went to see a friend of his.
- (c.) Do not look at her ; speak to her.
- (d.) The children do not go to school on Saturdays.

SECTION C.

5. Translate into English :—

- (a.) Donnons-nous la main et n'en parlons plus.
- (b.) J'ai eu tort, j'en conviens.
- (c.) Il se lève de bonne heure.
- (d.) Je ne vous en veux pas à cause de cela.

6. Translate into English :—

- (a.) Charles se présenta chez moi à midi.
 (b.) Il s'étonne de tout ce qu'il voit.
 (c.) Il ne manqua jamais de se tirer d'affaire par son esprit.
 (d.) Le temps s'est éclairci.

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SECTION D.

7. Write the comparative and superlative of *bon*, *peu*, and *bien*, and the two comparatives of *petit*, *mal*, and *mauvais*.
 8. Give the plural of each of the following nouns :—*hibou*, *travail*, *canal*, *fou*, *neveu*, *bétail*, *ciel*, and *voix*.
 9. Give the imperative in full (with the 3rd person), and the first person singular of the Preterite definite of :—*manger*, *boire*, *dormir*, *savoir*.
 10. Form French adverbs from the following adjectives, and translate each word :—*lent*, *pareil*, *vrai*, *faux*, *frais*, *vif*, *long*, *sec*.

IRISH.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions are to be attempted, one at least from each section—A, B, C, D. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. DEWAR, Head Inspector.

Mr. LEHANE, District Inspector.

SECTION A.

1. Translate into Irish :—

"Have you a horse?" says the king. "I have," says Donal. Cormac said that he himself had another horse, and that it was saddled.

James told me that he was not coming home with me, and then I came home alone.

SECTION B.

2. Translate into English :—

Agus nuair a bhíonn na daoine ag teacht ar an t-ábhar seo, bíonn siad ag iarraidh a rá, "Ní bfuil a bfuil a bfuil agas féin, a bfuil?" "Ní bfuil," ar bfuil, "at bfuil ná bfuil nuair a bhíonn na daoine ag teacht ar an t-ábhar seo."

e digitised by

3. Translate into English :—

[illegible]

4. Translate into English:—

[illegible]

5. Translate into English :—

Շա աշտերի Կոմե Է Իմա՛ն տոր Դօ Նեմանի իմ Դիմիթրօ՛ս
 զի էմ Դօ Էմիլիան Էմիլիա՛ն ա՛ն Էօրտիլ, ա՛ն Իմա՛ն Բարսիլա՛ն ա՛յն
 Էմ Էմիլ Դօ Էմ Էմ Էմ?

Տե՛սե՛ք բո՛ր ո՞ր ճի՛ր ի՞նչ բե՛ռ սո՞ցո՛ւր ասո՛ւր Օճոճնա՛լ, ասո՛ւր ի՞նչ ար-
եա՛ր որսործնա՛նք:

SECTION C

6. Translate into English :—

Ածար եօ բառե Պառ ան քրքար ածար եօ բառն ին հարցեք բոլ
ան քրքար ձ ին հարցեք օր բառն ին քրքար ածար ին մար քն. Ածար
եօ քնար Պառ եօ'ն քրքար, ռառն. Ածար եօ բառն ան ռոմ ածար ան
նառն ան ռառն ին.

7. Translate into English :—

[illegible]

SECTION D

8. State the tense, number, and person of the verb *устрою*, which occurs in Question 2. Give the infinitive of this verb.

9. Quote three rules applicable to all declensions of nouns.

10. Conjugate the verb *योग्यम्* in the past tense, Synthetic form, Active voice.

TRIGONOMETRY.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. CROMIE, District Inspector.

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1. Reduce $135^{\circ} 47' 52''$ to grades.
2. Show how to construct an angle, the value of its sine being given.
3. If $\sin \theta = \frac{1}{2}$, find all the values of θ lying between 800° and -800° .
4. What convention is adopted in trigonometry with regard to positive and negative values as applied to lines and angles?
5. Solve the equation—

$$\cos \theta + \tan \theta = \sec \theta.$$

6. An angle of 60° is divided into two parts, one of which contains 30 grades; find the circular measure of the other part.

$$7. \text{ Prove that } \tan^2 A \cdot \sin^2 A = \tan^2 A - \sin^2 A.$$

8. Solve the equation—

$$\tan^2 \theta = 3 \operatorname{cosec}^2 \theta - 1.$$

9. If $\tan \theta = a$, find $\sin \theta$, $\cos \theta$, $\sec \theta$, and $\operatorname{versin} \theta$.

10. A tower whose height is 64 feet subtends at the eye an angle of $5\frac{1}{11}^{\circ}$; find the distance of the tower.

DOMESTIC ECONOMY AND HYGIENE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. EARDLEY, Head Inspector.

Mr. Cox, District Inspector.

1. Give the composition (by volume) of pure air, and describe the changes, chemical and physical, that air undergoes by being breathed.
2. Describe fully any one of the digestive juices which are poured into the alimentary canal.
3. How would you distinguish between a wound of an artery and a wound of a vein? How should each be treated?
4. In what organ of the body does the air first come into contact with the blood? Describe as fully as you can how the contact is effected.
5. What is meant by a "zymotic" disease? Name six such diseases, and mention three special means for limiting their spread.
6. What is the treatment for (a) a fainting fit, (b) chilblains, (c) a whitlow, (d) lime in the eye?

- Appendix. 7. How should (a) fruit stains, (b) ink stains, and (c) mildew be removed from linen?
- Section III. VI. 8. Compare the advantages and the disadvantages of domestic service and factory life.
- Examination Questions. 9. Describe the functions of the skin, and explain how they may be aided or retarded.
- Male and Female Teachers. 10. Describe the different ways in which even small amounts of money may be forwarded through the Post Office.
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Female Teachers.

NEEDLEWORK.—100 Marks.

Time allowed, seven hours.

Mr. STRONGE, Head Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch, candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following stitches:—*hemming*, *top-sewing* (a seam, top-sewn on one side and hemmed down on the other), *stitching*, *running* (a seam, run and felled, and a tack), *one buttonhole* (barred at one end and rounded at the other); *sewing on gathers* (also known as “stocking-on”); *one inch* of each of the stitches will suffice as samples, and candidate will do well not to exceed the amount mentioned, as, by increasing it, she will encroach upon the time allotted to other branches of the subject. A small patch (about one inch and a half square) is to be tacked on, and sewn round *one quarter* of the outer and *one quarter* of the inner side, so as to complete *one corner* of the patch. Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting *three* or *four* rounds of it, narrowing for instep. The sock should have, securely stitched to it, a label about one inch broad and one inch and a half long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent, to be marked by him. (*The candidate must be careful not to neglect doing this.*)

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side, as she works on the wrong. She is to darn a *round hole not smaller than*

a *threepenny-piece* nor larger than a *sixpence*, running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be firmly attached by a few strong stitches to the specimen of sewing.

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CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for these tests will be supplied. Cutting-out specimens are to be tacked together with needle and thread; no pins are to be left in them. Candidate will be required to cut out two articles, viz., a girl's pinafore, and a man's shirt. The candidate is at liberty to cut these articles full or half size, as she pleases. On each she will mark distinctly her examination number.

Female
Teachers.
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New Programme.

In *dressmaking*, candidate is required to cut out a closely-fitting bodice for a grown person, with long sleeves, and to mark it with her number. One-half of the bodice and one sleeve will be accepted as a sufficient test. Pattern is to be tacked together.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

VII.—QUESTIONS set to Third Year Monitors.

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PENMANSHIP.—40 Marks.

Examination
Questions.

Half an hour allowed for this paper.

Male
and Female
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D Papers.

Mr. DEWAR, Head Inspector
Mr. KEITH, District Inspector.

Transcribe :—

To the Editor of "Patterson's Weekly."

18, Waterhill Road, Higham,
London, E.C.,
24th January, 1898.

DEAR SIR,

I was very agreeably surprised to find, on opening my journal on Thursday, that you had awarded me the "Ideal" Hand Camera in Competition A.; but I did not for a moment imagine that it would turn out to be the valuable article that I now find it. This is certainly a record in prize-giving.

As I have a slight knowledge of the art, the camera comes very opportunely; and such a really handsome and compact apparatus will be a source of inexhaustible pleasure when the sunny days come round, and nature again puts on her best smile.

Yours faithfully,

HENRY BROWN.

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D Papers. N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, six marks being allowed for each.*

50 Marks (including 20 for Dictation).

One hour and a half allowed for this paper.

Mr. DEWAR, Head Inspector.

Mr. WELPLY, District Inspector.

1. The orthography of the word "wittier" exemplifies two Rules of Spelling. Explain this statement, quoting the Rules.

2. "For an obvious reason, *y* retains its form when followed by the termination *ing*." What is the reason?

3. State the Second Rule of Spelling, and give the reason which justifies it.

4. "O judgment! thou art fled to brutish beasts." What words in this passage from Shakespeare illustrate Rules of Spelling, and how? Correct the orthography, if necessary.

5. "*Nearer, dearer, deadlier* than before." Write notes upon the spelling of these comparatives, referring to Rules or exceptions.

6. Give the present participle of each of the following verbs:—benefit, singe, limit, worship, argue, traffic.

7. State the principle laid down by Dr. Johnson in regard to the spelling of such words as "tanick." How has custom varied from this principle and with what justification?

8. Write notes upon the spelling of the words "victor" and "labour."

9. Classify the following words as examples of, or as exceptions to, Rules of Spelling, giving the reason for your classification in each case:—Lerwick, woollen, libelled.

10. What is meant by "immediate," and what by "remote," etymology? Which is to be preferred in cases of doubtful orthography? Illustrate your answer by an example.

Mr. DEWAR, Head Inspector.

Mr. WELPLY, District Inspector.

The canes, on being passed twice between the cylinders of this mill, have all their juice expressed. This is collected in a cistern, and must be immediately placed under process by heat to prevent its becoming acid. A certain quantity of lime, in powder, is added at this time to promote the separation of the grosser matters contained in the juice;

and these being, as far as possible, removed at a heat just sufficient to cause the impurities to collect on the surface, the cane liquor is then subjected to a very rapid boiling, in order to evaporate the watery particles, and bring the syrup to such a consistency that it will granulate on cooling. Upon an average, every five gallons, imperial measure, of cane juice will yield six pounds of crystallized sugar, and will be obtained from about one hundred and ten well-grown canes.

When the sugar is sufficiently cooled in shallow trays, it is put into the bogsheads, wherein it is shipped to Europe. These casks have their bottoms pierced with bores, and are placed upright over a large cistern, into which the molasses—which is the portion of saccharine matter that will not crystallize—drains away, leaving the raw sugar in the state we see it in our grocers' shops.

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GRAMMAR AND COMPOSITION.—60 Marks.

Two hours allowed for this paper.

N.B.—In addition to the question in Parsing, namely, No. 1, which is compulsory, only four questions are to be attempted. The Examiner will read only the Parsing and the first four other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.

Dr. MORAN, Head Inspector.

Dr. BRATTY, District Inspector.

1. Our *other* interpreter used to talk very much of a kind of animal called a *Tory*, that was as great a monster as the *Whig*, and would treat us as ill for being foreigners. These two creatures, it seems, are born with a secret antipathy to one another, and engage when they meet as naturally as the *elephant* and *rhinoceros*.

Parse fully the words in *italics*. (It is not allowable to parse, instead of a word given, one substituted for it.)

2. Correct (giving your reasons) or justify the following expressions:—

(a.) A father or a mother's sister is an *aunt*.

(b.) Neither despise the poor or envy the rich.

(c.) He is the only son of my *uncle's*.

(d.) He supported those who he thought true to his party.

3. Write down (in columns) the past tense and past participle of each of the following verbs:

blow, fly, tear, swell, wake, mean.

4. When may participles be regarded as adjectives?

5. Frame sentences to illustrate the Conjunctional use of ;—neither, both, whether, that.

6. How are the Emphatic Pronouns formed? Name them. What is the use of these pronouns?

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7. Define each of the following classes of Nouns :—

Real, Abstract, Diminutive, Participial.

8. "*Who* is applied to persons, and *which* to animals and inanimate things." Mention any exceptions to this rule.

9. Mention (with examples) the ways in which Proper Nouns can be used as Common.

10. Enumerate as many verbs as possible which take the same case after as before them.

GEOGRAPHY.—60 Marks.

Two hours allowed for this paper.

N.B.—*One of the map-drawing questions is compulsory. In addition to it only four questions are to be attempted. The Examiner will read only the answer to the map-drawing question and the first four other answers left uncanceled. The questions in this paper are all of equal value, twelve marks being assigned to each.*

Dr. MORAN, Head Inspector.

Mr. MURPHY, District Inspector.

1. Draw an outline map of Ireland, showing the mouths of the principal rivers.

2. Mark as accurately and as neatly as possible, on the outline map supplied to you, the Scandinavian, Sierra Nevada, Carpathian, and Valdai mountain ranges; and the rivers Rhone, Rhine, Neva, and Danube.

3. What geographical information is obtained by observing the position of the Polar Star in the heavens? Explain fully.

4. Define the following geographical terms :—Equinoxes, Aphelion, Ecliptic, Sun's declination.

5. Name twelve important shipping towns in England and Wales, giving each town its exact position as to county, river, &c.

6. How are Victoria, British Columbia, and the Punjab bounded? Name their principal towns, underlining seaports.

7. What manufactures are carried on in Scotland? Name the principal agricultural counties.

8. What do we get from (a) Ceylon, (b) Newfoundland, (c) Jamaica, (d) Malta?

9. What counties are traversed or touched, and what towns are passed, in following the Boyne, Severn, Tay, and Wye from source to mouth?

10. Where are Cayenne, Odessa, Alexandria, Waterloc, Baltimore, Elmina?

ENGLISH LITERATURE.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.

Mr. SULLIVAN, Head Inspector.

Mr. MCALISTER, District Inspector.

1. "The village master taught his little school." As an exercise in composition compare the school in which you are monitor with the school referred to.

2. Quote, or give the substance of, Addison's description of the Club of Duellists.

3. How does the "Spectator" classify:—

(a.) The Clergy;

(b.) Lawyers?

4. "I see vultures, harpies, ravens, cormorants, and several little winged boys that perch in great numbers upon the middle arches. These, said the genius, are . . ."

Give the context and explain, as you would to a class, the whole passage.

5. "I would forbid that creatures of jarring and incongruous natures should be joined together in the same sign."

What instances does the Spectator cite, and what explanation does he offer?

6. What different ideas as to the building of St. Paul's Cathedral were entertained by the Indian Kings?

7. In the essay on "Belief in Omens" the hostess says: "My dear, misfortunes never come single." Give the substance of the passage in which this remark occurs.

8.—(a.) Our apocryphal heathen god.

(b.) The *Bell Savage*.

(c.) The subjects of *Thor* and *Woden*.

(d.) A sign near *Charing Cross*.

(e.) Whom I design for a *Merry-Andrew*.

Write explanatory notes on the words italicised.

Appendix. 9. Quote from "The Deserted Village" the lines in which Goldsmith
Section III. depicts the land to which the emigrants have gone.
VII.

Exami- 10. Complete the couplets of which the following lines are part :—
nation
Questions, (a.) "Remote from towns he ran his godly race."
Male (b.) "Tumultuous grandeur crowds the blazing square."
and Female (c.) "Here while the courtier glitters in brocade."
Monitors. (d.) "Thou source of all my bliss and all my woe."
D Papers. (e.) "And his best riches ignorance of wealth."

Male
Monitors.

ARITHMETIC.—100 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.
Mr. McENERY, District Inspector.

1. Divide 1,290 tons 12 cwts. 1 qr. 24 lbs. 5 oz. by 73, and explain the various steps in the process.

2. Two clocks point to 5 p.m. at the same instant, one loses $7\frac{1}{2}$ seconds and the other gains $8\frac{1}{2}$ seconds in 24 hours. Find the interval that will elapse before one will be precisely half an hour before the other, and the time which each will then indicate.

3. How much will remain of $\frac{7}{8}$ of £25.2 after the following articles have been paid for, viz., $1\frac{1}{8}$ yd. of cloth at £0.8 per yd., and 12.2 yds. of linen at £0.125 per yd.? Give the answer in decimal form.

4. If 27 men working 10 hours a day can in 13 days build a wall 0.39 metre thick, 1.98 metres high, and 318.65 metres long; in how many days will 26 men working 9 hours a day build a wall 0.26 metre thick, 1.87 metres high, and 573.57 metres long?

5. If a tradesman by selling an article for 8s. 3d. loses $17\frac{1}{2}$ per cent., what should he have sold it for to gain 40 per cent.?

6. If 3.79 of 45 guineas be equal to the cost of 1 acre 3 roods, how much can be bought for $\frac{2}{3}$ of £538 13s.?

7. What is Interest? Distinguish between simple and compound interest.

How much must I invest at 4 per cent. per annum, simple interest, to secure a yearly income of £30?

8. What is the clear annual income derived from investing £6,050 in the 3 per cents. at 90 $\frac{3}{4}$, after deducting an income tax of 4d. in the pound? Appendix.
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9. Define Measure, Greatest Common Measure, Multiple, and Least Common Multiple. Examination
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10. Simplify—

$$\frac{(8\frac{3}{4} - 4\frac{1}{2} + 27\frac{5}{11}) \times \frac{3}{2}}{12\frac{3}{8} - 6\frac{3}{4} + 40\frac{10}{11}}.$$

Male
Monitors.
D Papers.

ARITHMETIC.—100 Marks.

FEMALE MONITORS.

Female
Monitors.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twenty marks being assigned to each. Brief explanatory notes of your work should be given.

Mr. DEWAR, Head Inspector.

Mr. McENERY, District Inspector.

1. What is the meaning of the expression $\frac{3}{4}$? Show that dividing the numerator of a fraction by a number has the same effect as multiplying the denominator by that number.

2. What decimal added to the sum of 0.2806, 0.635, and 0.389 will make the total equal to 10?

3. Find, by practice, the cost of 1 acre 2 roods 24 poles and 11 yds. of land at £203 10s. per acre.

4. If by selling a horse for £66 I lose 28 per cent. of the cost price, what is my loss?

5. Divide £39,517 1s. 9d. by 108. Explain each step of the process.

6. In a race of 200 yards A can give B 20 yards start, and B can give C 40 yards, a dead heat resulting in both cases. How many yards start can A give C?

7. Define True Discount, False Discount, Present Worth, and Rate per Cent.

8. Multiply 31.5 by 27.9, and divide the product by 9.765, giving the reason for the position of the decimal point in the quotient.

9. After paying 7d. in the £ income tax a gentleman had £971 16s. 1d. over. On what amount had the tax been charged?

10. Make out the following bill, deducting 5 per cent. for ready money:—

- 307 doz. buttons, at 2 $\frac{1}{2}$ d. per doz.;
- 57 pieces of tape, at 3 for 2 $\frac{1}{2}$ d.;
- 180 reels of cotton, at 9 $\frac{1}{2}$ d. per score;
- 89 yds. of ribbon, at 3 $\frac{1}{2}$ d. per yd.;
- 71 yds. of cloth, at 1s. 1 $\frac{1}{2}$ d. per yd.

(Use any names you like for the heading.)

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ALGEBRA.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed to each.

Dr. MORAN, Head Inspector.

Mr. MCCLINTOCK, District Inspector.

1. Divide—

$$2a^3x^2 + abxy - 6b^2y^2 - 4c^2y^2 + 14bcy^2 \text{ by } ax + 2(b-c)y.$$

2. (a.) Show directly from the meanings of the symbols that—

$$a - (b + c - d) = a - b - c + d.$$

- (b.) If $x = 4$, $y = 3$, and $z = 5$, find the value of—

$$\frac{x^2z}{x+5y+1} - \left\{ \frac{2y^2z}{y^2+2} - \frac{5z^2(x+2y)}{x^2+y^2} \right\}.$$

3. Solve the equations—

$$(a.) \frac{1}{x+3} + 1 = \frac{6+x^2}{x^2-9} + \frac{2}{x-3}.$$

$$(b.) \frac{x-2}{7} + \frac{21-x}{5} = 4 - \frac{x-9}{7}.$$

4. Reduce $\frac{6x^5 - 7x^4 - 26x^3 + 7x^2 + 20x}{6x^4 + 7x^3 - 26x^2 - 7x + 20}$ to its lowest terms.

5. Express in its simplest form—

$$\left(\frac{x+3a}{a-3x} - \frac{a+3x}{x-3a} \right) \left(\frac{4}{3a-x} + \frac{1}{x-a} \right) + \frac{a+x}{x-3a}.$$

6. Solve the equation—

$$\frac{x-a-b}{x+a} - \frac{3x+a}{x+a+b} + 2 = 0.$$

7. Extract the square root of—

$$a^2 + 4ab - ac + 2ad^2 + 4b^2 - 2bc + 4bd^2 + \frac{c^2}{4} - cd^2 + d^4.$$

8. A man had £1,000; he lent part of it at 3 per cent. per annum, and the remainder at 5 per cent. per annum, and he received £10 more as yearly interest on the former than on the latter. How much did he lend at 5 per cent.?

9. One half of a ship belongs to A, three-tenths to B, and the remainder to C. If C's share be worth £1,400 less than two-thirds of the ship, find what the ship is worth.

10. Prove that—

$$\frac{b-c}{a} + \frac{c-a}{b} + \frac{a-b}{c} + \frac{(b-c)(c-a)(a-b)}{abc} = 0.$$

GEOMETRY AND MENSURATION.—50 Marks.

Two hours and a half allowed for this paper.

N.B.—Only five questions to be attempted, of which one and not more than two must be in Section B, and one and not more than two in Section C. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being assigned to each.

Dr. ALEXANDER, Head Inspector.

Mr. CUSSEN, District Inspector.

SECTION A.

1. If two triangles have two sides of one equal respectively to two sides of the other, and have also the angles included by those sides equal, the triangles are equal in every respect. Prove this proposition.
2. Construct a rectangle equal to a given triangle.
3. Distinguish between *Definition*, *Lemma*, *Postulate*, and *Axiom*; and give an example of each.
4. Construct a triangle whose three sides shall be respectively equal to three given lines, the sum of every two of which is greater than the third.

SECTION B.

5. Prove that if a quadrilateral be bisected by both diagonals it is a parallelogram.
6. Prove Euclid I. 36 (parallelograms on equal bases and between the same parallels are equal), without joining the corners of the parallelograms, but by producing the sides of the parallelograms till they meet.
7. Given the difference of the side and diagonal of a square, construct it.

SECTION C.

8. The area of a trapezoid is 40 square feet; the distance between the parallel sides is 10 feet, and one of the parallel sides is 5 feet. Find the length of the other parallel side.
9. The sides of a triangle are respectively 1,000, 990, 890 links. Find the area in acres.
10. The diagonals of a quadrilateral are 15 feet and 40 feet respectively, and they are at right angles. Find the area of the quadrilateral.

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BOOK-KEEPING.—50 Marks.

Two hours allowed for this paper.

N.B.—Only five questions to be attempted, one of which must be either No. 1 or No. 2. The Examiner will read only the first five answers left uncanceled, or the first four only if the condition as to Question 1 or Question 2 be not fulfilled. The questions in this paper are all of equal value, ten marks being allowed for each.

Dr. ALEXANDER, Head Inspector.

Mr. P. J. FITZGERALD, District Inspector.

1. The following statements are to be journalized :—

1898.	£	s.	d.
Jan. 1. J. Smith found his affairs to stand as follows :—			
Cash on hand,	245	0	0
Goods on hand,	200	0	0
R. Roberts owed him	65	0	0
Bill accepted by W. Jones, due January 8th,	115	0	0

The following transactions take place :—

2. Sold R. Roberts, goods,	32	0	0
„ „ Bought of Warner & Co., goods,	133	0	0
„ 8. Paid Warner & Co.	120	0	0
„ „ Received cash for Bills Receivable due this day,	115	0	0
„ 22. Bought of Warner & Co., goods,	27	0	0
„ 23. Accepted Warner & Co.'s draft at one month,	27	0	0
„ 30. Paid wages,	8	0	0
„ „ Due to Richardson for rent,	15	0	0
„ 31. Cost price of goods on hand for closing purposes,	320	0	0

2. Post the above items into a Ledger and close the accounts.

3. On closing his Ledger accounts, J. Smith finds that he has in cash £526, R. Wells owes him £53, he has goods value £350, he owes Forbes & Co. £133, and H. Thynne £15.

Make out J. Smith's balance account, and show his net estate.

4. What is the meaning of the expression "Taking Stock"?

Show by an example how a goods account is closed—

(a.) When some of the goods are unsold;

(b.) When all the goods are sold.

5. Journalize the following transactions:—

(a.) I sell 250*l.* worth of goods to J. Smith on credit.

(b.) I subsequently draw a bill on J. Smith for the amount of the goods sold to him, which he accepts.

(c.) J. Smith pays me the amount of this bill when due.

6. State fully the advantages derived from keeping separate accounts for the different kinds of goods in which a merchant deals, and from keeping accounts with each of the individuals with whom he has transactions.

7. I have made the following errors in journalizing. How are they to be corrected?

(a.) Debited J. Roche with goods sold to E. Kenny.

(b.) Gave J. Hall credit for cash received from H. Good.

8. The following is a copy of my Ledger account with W. Reid:—

Dr.	W. REID.			Cr.			
	£	s.	d.	£ s. d.			
Jan. 1. To Cash .	50	0	0	Jan. 5. By Goods .	90	0	0
" 10. " Goods .	200	0	0	" 7. " Bills re-			
				ceivable .	100	0	0
				" " " Balance	60	0	0
	<hr/>				<hr/>		
	250	0	0		250	0	0

How do I stand with W. Reid, that is, is either of us in debt to the other? Give a reason for your answer.

Give the transactions which are represented by the Ledger entries of Jan. 1, Jan. 5, Jan. 7, and Jan. 10.

9. Which side of a goods account must be the greater if a gain has been made on goods? Give the reason for your answer.

10. Journalize the following transactions:—

	£	s.	d.
(a.) Paid my acceptance to Kelly & Co., due this day, . . .	100	0	0
(b.) Paid duty on Malt Spirits, . . .	56	0	0
(c.) Received Mr. Gordon's legacy, . . .	200	0	0
(d.) Paid rent of warehouse for half year ended 31st December, . . .	50	0	0

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AGRICULTURE.—50 Marks.

One hour and a half allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, ten marks being allowed for each.*

Dr. MORAN, Head Inspector.
Mr. KELLY, District Inspector.

1. What is meant by "folding" sheep? In what case is it recommended? What are its advantages?
2. Describe the habits of growth of fungoid plants, and state the circumstances in which they are most likely to lead to disease.
3. What general principles are to be observed in the making of drains?
4. Why should pastures be made up of a variety of grasses? What grasses are best suited for short rotations? Explain why.
5. Give three advantages of the grubber over the plough.
6. How is curd treated in the making of Stilton cheese? How is the ripening effected?
7. State what you know of "bee-food" and "propolis."
8. Write a short account of the Tamworth breed of pigs.
9. In what circumstances is it recommended that wheat should be "ploughed in"? Describe the method of doing the work in this case.
10. Describe the treatment of celery plants after transplanting.

METHODS OF TEACHING.—60 Marks.

Two hours allowed for this paper.

N.B.—*Only five questions to be attempted. The Examiner will read only the first five answers left uncanceled. The questions in this paper are all of equal value, twelve marks being allowed for each.*

Dr. ALEXANDER, Head Inspector.
Mr. HUGHES, District Inspector.

1. What use would you make of the blackboard in teaching young children to read?
2. What is meant by a Table of Constants? Make out a table of ten of these constants, such as all pupils of the higher classes should know.

- 3. What are the prevailing faults in recitation of Poetry, and what means would you adopt to eradicate them?
- 4. Why is Silent Reading recommended? What are its advantages?
- 5. What are the two kinds of errors pupils are liable to fall into when working arithmetical exercises? Point out some of the faults young teachers commit when attempting to correct these errors.
- 6. Why is it wrong for *teaching* purposes to select a difficult passage for Dictation? When might such a passage be legitimately chosen, and why?
- 7. Why is slate writing an extremely worthless exercise for senior classes? Point out the advantages of paper writing in such cases.
- 8. What is generally the cause of unpunctuality in the morning attendance of children? What steps should the teacher take to ensure punctuality?
- 9. If noise be established in a school, how would you endeavour to eradicate it?
- 10. What sort of arithmetical cards may be used to secure quickness in calculation? Describe how they should be used.

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NEEDLEWORK.

Female Monitors.

Time allowed, seven hours.

Mr. STRONG, Head Inspector.

Miss PRENDERGAST, Directress of Needlework.

SEWING (40 Marks).

As a test of proficiency in this branch candidate will have to execute, on material supplied by Superintendent, a specimen of each of the following stitches :—*hemming, top-sewing, stitching, running* (a seam, run and felled, and a tuck), *one buttonhole*, (barred at one end, and rounded at the other); *sewing on gathers* (also known as "stocking-on"); *one inch* of each of the stitches will be accepted as a sufficient amount of work, and candidate will do well not to attempt more, as she would thereby occupy time required for the other branches of this subject. A small patch (about one inch and a half square) is to be tacked on, and sewn round one-quarter of the outer, and one-quarter of the inner side of the patch, so as to complete one corner of it.

Candidate's examination number is to be plainly marked upon an unworked portion of the specimen.

KNITTING AND DARNING (20 Marks).

Candidate, having provided herself with a piece of knitting in progress, viz., the leg of a baby's sock, with heel begun, is required to turn and complete this heel in the presence of the Superintendent, picking up stitches for foot, and knitting three or four rounds of it. The sock should have securely stitched to it a label about one inch

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D Papers.

broad, and one and a half inches long, of white tape or calico, clearly marked with candidate's examination number. Before beginning to turn the heel of the sock, candidate will present it to the Superintendent to be marked by him. (*The candidate must be careful not to neglect doing this*).

The Superintendent will supply candidate with a small piece of stocking web, which, for convenience of working, she can tack (right side down) upon paper, cutting a square out of the middle of the paper to enable her to see the progress of the darn upon the right side as she works from the wrong. She is to darn a round hole not smaller than a threepenny-piece nor larger than a sixpence running the darn in each direction to about half an inch beyond the hole, and leaving short loops for shrinkage. Both sock and darn, when finished, are to be attached, by a few strong stitches, to the specimen of sewing.

CUTTING-OUT AND DRESSMAKING (40 Marks).

Paper for these tests will be supplied. Both specimens are to be tacked together with needle and thread; *no pins are to be left in them*.

Candidate will be required to cut out a man's shirt (which may be half size only, if preferred), and (for dressmaking test) a closely-fitting bodice for grown person, with long sleeves. One half of the bodice and one sleeve will be accepted as a sufficient test. On each article she will mark distinctly her examination number.

She is requested to comply *as exactly as possible* with all requirements mentioned above.

VIII.--ANALYSIS OF THE ANSWERING.

NEW PROGRAMME

SUMMARY OF THE ANSWERING AT THE ANNUAL EXAMINATIONS

Year.	A PAPERS.									B PAPERS.											
	Number Examined			Number Successful.			Percentage Successful			Number Examined.			Number who scored 50 per cent or above, and passed in all essential subjects.			Number who scored 65 per cent or above, and passed in all essential subjects.			Persons who passed in all subjects.		
	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total	M.	F.	Total
1897, .	6	-	6	0	-	0	100	-	100	112	153	267	81	100	180	48	67	115	21	1	22
1898, .	3	1	4	2	1	4	100	100	100	128	243	567	315	220	535	223	188	411	21	1	22
1899, .	3	-	3	2	-	2	100	-	100	263	281	650	325	260	585	183	142	325	41	1	42

OLD PROGRAMME

SUMMARY OF THE ANSWERING AT THE ANNUAL EXAMINATIONS

Year.	Number Examined		
	M.	F.	Total
1893, .	82	43	125
1896, .	96	55	151
1897, .	88	49	137
1898, .	123	73	196
1899, .	36	24	60

GRAMM E.

EXAMINATIONS HELD IN THE YEARS 1897, 1898, AND 1899.

				O' PAPERS												C' PAPERS											
Percentage to per cent or above				Number Examined			Number Successful			Percentage Successful			Number Examined			Number Successful			Percentage Successful								
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total			
1897	48	42	90	351	131	482	173	143	317	91	84	175	230	199	429	130	116	246	60	51	111	60	51	111			
1898	48	47	95	229	191	420	216	184	402	94	87	181	280	244	524	130	116	246	60	51	111	60	51	111			
1899	41	31	72	238	190	428	229	190	419	96	80	176	269	231	500	130	116	246	60	51	111	60	51	111			

GRAMM E.

EXAMINATIONS HELD IN THE YEARS 1895, 1896, 1897, 1898, AND 1899.

A' PAPERS.					
Number Successful			Percentage Successful.		
	M.	Total.	M.	F.	Total.
22	59	81	84.1	51.2	69.0
35	73	108	80.0	59.4	69.3
39	68	107	40.9	65.3	53.6
45	104	149	47.0	45.0	46.0
15	29	44	55.2	72.0	61.9

33

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APPENDIX
TO THE
SIXTY-SIXTH REPORT
OF THE
COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND,
FOR THE YEAR 1899-1900.

SECTION III.

Examination Papers set at the Annual Examinations, 1899. Analysis
of the Answering.

FOR EXTENDED TABLE OF CONTENTS OF THIS SECTION, SEE INSIDE.

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APPENDIX

STATISTICAL REPORT

COMMISSIONERS OF NATIONAL EDUCATION
IN IRELAND

FOR THE YEARS 1879-1900.

SIXTEENTH

NUMBER.

FOR THE YEAR 1900. SEE INSIDE.

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SECTION IV.

Agriculture.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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SECTION IV.

AGRICULTURE.

(1).—AGRICULTURAL INSTITUTIONS under the exclusive MANAGEMENT of BOARD. Appendix.
Section IV
(1.)
Agricultural
Institutions.

County.	Name.	Post Town.	Area of Farm.
			A. R. P.
Dublin.	Albert Agricultural Training Institution and Model Farm.	Glannevin.	170 3 24
Cork.	Munster Dairy School and Agricultural Institute.	Cork.	126 3 17

(2).—AGRICULTURAL SCHOOLS (SCHOOL FARMS attached) under LOCAL MANAGEMENT. Section IV.
(2.)
School
Farms.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.
						A. R. P.
1	Armagh.	16	4271	Tanloke.	Poyntzpass.	7 0 30
2	Ditto.	19	4325	Drumbanagher.	Poyntzpass.	4 0 20
3	Cavan.	13	6997	Monragh.	Blacklion.	18 0 0
4	Londonberry.	3	8255	Park.	Park, Derry.	11 0 13
5	Monaghan.	18	14684	Barraditoppy.	Scotstown.	12 5 19
6	Tyrone.	6	8408	Clare.	Castlederg.	28 1 30
7	Ditto.	15	9288	Parknash.	Dungannon.	13 0 0
8	Ditto.	15	10178	Benburb.	Benburb, Moy.	4 3 5
9	Clare.	42	10886	Tubber.	Tubber, Gort.	16 3 35
10	Ditto.	45	8341	Saragui.	Mullough, Miltown-Malbay.	10 0 0
11	Cork.	58	5700	Clonkeen.	Leap.	27 0 0
12	Ditto.	59	10703	St. Edmund's.	Dunmanway.	5 3 29
13	Kerry.	57	7313	Direendarragh.	Kenmare.	5 2 0
14	Ditto.	58	6991	Lansdowne.	Caherciveen.	7 0 0
15	Ditto.	58	11740	Glanmore.	Kenmare.	6 0 0
16	Limerick.	53	4457	Killacolla.	Bruree.	16 0 0
17	Tipperary.	56	618	Sopwell.	Cloughjordan.	4 1 0
18	Ditto.	58	7358	Skheenarinky.	Mitchinstown.	5 1 14
19	Waterford.	48	1710	Glengarrick.	Lismore.	22 5 15
20	Ditto.	49	1839	Mallinsbarna.	Dangarran.	5 2 39
21	Carlow.	47	5805	Garryhill.	Begualstown.	11 2 30

Appendix.
Section IV.
(2.)
School
Farms.

(2.)—AGRICULTURAL SCHOOLS (SCHOOL FARMS attached) under LOCAL MANAGEMENT—continued.

No.	County.	Dist. No.	Roll No.	School.	Post Town.	Area of Farm.		
						A.	R.	P.
22	Kilkenny, .	49	5251	Woodstock, .	Innistoge, . . .	8	2	30
23	Ditto, .	49	13420	Clonmore, .	Piltown, . . .	8	0	0
24	Ditto, .	53	6189	Piltown, .	Ditto, . . .	7	1	20
25	Westmeath, .	33	931	Ballinvalley, .	Delvin, . . .	6	2	0
26	Mayo, .	20	11141	Killassey, .	Swinford, . . .	7	1	7
27	Ditto, .	20	13793	Carragorra, .	Knockmore, Foxford, .	10	3	33
28	Ditto, .	20	5238	Lissaisaka, .	Knockmore, Foxford, .	8	0	0
29	Ditto, .	20	6942	Carrowmore Palmer, .	Rathnacken, Ballina, .	3	1	0
30	Ditto, .	20	11920	Callow, .	Foxford, . . .	1	2	19
31	Ditto, .	21	1412	Dooncastle, .	Bunninadden, Ballymote, .	3	0	18
32	Ditto, .	21	16985	Kinafe, .	Swinford, . . .	5	0	0
33	Ditto, .	21	12620	Newtownbrowne, .	Kiltinagh, . . .	1	2	23
34	Ditto, .	32	5120	Lebrinch, .	Hollymount, Mayo, .	7	3	0
35	Reecommen, .	28	10218	North Yard, .	Strokesstown, . . .	5	1	0
36	Sligo, .	12	9609	Doonflin, .	Skreen, Sligo, . . .	3	0	0
37	Ditto, .	12	10473	Calry, .	Bare, Sligo, . . .	1	3	0
38	Ditto, .	20	4106	Kilrushelter, .	Templeboy, Ballisodare, .	11	1	39

Section IV.
(3.)
School
Gardens.

(3.)—SCHOOL GARDENS attached to NATIONAL SCHOOLS.

No.	County.	Dist. No.	Roll No.	School.	Post Town.
1	Antrim, . .	8A	14563	M'Kenna Memorial, .	Larne.
2	Ditto, . .	11	80	Magheraberry, .	Molra.
3	Ditto, . .	11	11618	Brookfield, . .	Do.
4	Armagh, . .	11	10719	Ardmore, . .	Lurgan.
5	Ditto, . .	16	4960	Poyntzpass, . .	Poyntzpass.
6	Ditto, . .	16	9271	Lisdrumcher, . .	Markethill.
7	Ditto, . .	16	13361	Glenanne, . .	Glenanne.
8	Ditto, . .	16	13813	Tynan, . .	Tynan.
9	Cavan, . .	23	11034	Ballyhaice, Upper, .	Ballyhaice.
10	Ditto, . .	23	11590	Arva (2), . .	Arva.
11	Ditto, . .	23	11952	Derrylane, . .	Killeshandra.
12	Ditto, . .	23	12064	Glencoid, . .	Loughduff.
13	Ditto, . .	23	13458	Larab, . .	Stradene.
14	Ditto, . .	24	7142	Dooncurrick, . .	Cootehill.
15	Ditto, . .	24	9343	Derrydunph, . .	Ballisborough.
16	Ditto, . .	28	13203	St. Patrick's, . .	Gowra.
17	Donegal, . .	6	1364	Cloghan, . .	Strabane.
18	Ditto, . .	6	5230	Convey, . .	Convey, Raphoe.
19	Ditto, . .	6	9055	Drumbeg, . .	Strabane.

(3.)—SCHOOL GARDENS attached to NATIONAL SCHOOLS—continued.

Appendix.

Section IV.

(2.)

School
Gardens.

No.	County.	Dist.No.	Roll No.	School.	Post Town.
20	Dewn, . . .	11	12301	Maralin Village, .	Maralin.
21	Ditto, . . .	19	11092	Ballymagrogh, .	Kilkeel.
22	Ditto, . . .	19	12681	Glenshegna, . .	Do.
23	Fermanagh, . .	13	9071	Saniskillen Model, .	Saniskillen.
24	Ditto, . . .	13	10840	Tempe, . . .	Tempe.
25	Londonderry, . .	2	9711	Balloughry, . .	Londonderry.
26	Ditto, . . .	2A	7908	Myroe, . . .	Do.
27	Ditto, . . .	2A	10903	Carmoney, . . .	Do.
28	Ditto, . . .	2A	12163	Eglinton, . . .	Do.
29	Ditto, . . .	3	3750	Bolhill, . . .	Coleraine.
30	Ditto, . . .	3	8531	Articlave, . . .	Do.
31	Ditto, . . .	3	12891	Kallagh, . . .	Dungiven.
32	Ditto, . . .	7	7606	Ballynecagh, . .	Monymore.
33	Ditto, . . .	7	11607	Balladerry, . .	Do.
34	Ditto, . . .	7	14971	Sixtown, . . .	Desperstown.
35	Monaghan, . . .	18	5796	Urcher, . . .	Monaghan.
36	Ditto, . . .	18	10574	Ballibay, . . .	Do.
37	Ditto, . . .	23	10934	Reena, . . .	Drumully, Clonsa.
38	Ditto, . . .	24	8015	Streaty, . . .	Shantonagh.
39	Tyrone, . . .	6	9868	Loughach, . . .	Gortin.
40	Ditto, . . .	6	11825	Garvagh, . . .	Do.
41	Ditto, . . .	6	14918	Abercorn, . . .	Strabane.
42	Ditto, . . .	14	4719	Angladarragh, .	Angher.
43	Ditto, . . .	15	12928	Castlemulfield, .	Castlemulfield.
44	Clare, . . .	45	9507	Tullabrock, . .	Coaradare.
45	Ditto, . . .	45	10568	Querrin, . . .	Kilrush.
46	Cork, . . .	55	14839	Gurrane, . . .	Macroom.
47	Ditto, . . .	56	1867	Canlilyons, . .	Fermoy.
48	Ditto, . . .	58	5367	Adrigole, . . .	Boatry.
49	Ditto, . . .	59	8430	Skibbereen Convent,	Skibbereen.
50	Ditto, . . .	59	14813	Rosscarbery Convent,	Rosscarbery.
51	Ditto, . . .	60	5477	Lanagh, . . .	Bandon.
52	Ditto, . . .	60A	12676	Clogheen, . . .	Cork.
53	Kerry, . . .	39	7680	Beale, . . .	Ballybunien.
54	Ditto, . . .	57	4463	Masterguilby, .	Waterville.
55	Ditto, . . .	57	8082	Clankeen, . . .	Killarney.
56	Ditto, . . .	57	9806	Cahervane, . . .	Waterville.
57	Ditto, . . .	57	10045	Lohar, . . .	Do.
58	Ditto, . . .	57	10239	Caherdaniel, . .	Caherdaniel.
59	Ditto, . . .	57	11515	Portmagee, . .	Portmagee, Valencia Island.
60	Ditto, . . .	58	1299	Dauras, . . .	Kesmore.
61	Limerick, . . .	39	16039	Springmeant, . .	Abbeyfeale.
62	Ditto, . . .	46	12134	Glensheen, . . .	Kilman.
63	Ditto, . . .	46	14251	Nicker, . . .	Pallagreen.
64	Ditto, . . .	52	7222	Banogue, . . .	Croom.
65	Ditto, . . .	52	7900	Ballysteen, . .	Askeaton.
66	Ditto, . . .	52	9306	Croom, . . .	Croom.
67	Ditto, . . .	52	11422	Mahonagh, . .	Newcastle West.
68	Tipperary, . . .	36	3414	Roscrea P.L.U., .	Roscrea.
69	Ditto, . . .	43	4075	Moyghna, . . .	Killenaule.
70	Ditto, . . .	43	4924	Neen, . . .	Thurles.
71	Ditto, . . .	43	14371	Castle Otway, . .	Templelarry.
72	Ditto, . . .	46	12047	Hollyford, . . .	Hollyford, co. Tipperary.
73	Ditto, . . .	53	596	Kilcash, . . .	Clonmel.
74	Ditto, . . .	53	1559	Newtown Anner, .	Do.
75	Waterford, . . .	49	13020	Stradbally Convent,	Stradbally, Co. Waterford

Appendix (3).—SCHOOL GARDENS attached to NATIONAL SCHOOLS—continued.

Section IV: (3). School Gardens.					
No.	County.	Dist. No.	Roll No.	School.	Post Town.
76	Carlow,	44	13508	Clonmore,	Hacketstown.
77	Ditto,	47	11347	Kilgreany,	Bagnalstown.
78	Dublin,	30	4660	Pestane,	Donabate.
79	Ditto,	30	11583	St. Andrew's,	Malahide.
80	Ditto,	30a	13447	Luanan Convent,	Luanan.
81	Kildare,	37	13902	Hewitson,	Clane.
82	Ditto,	44	12888	Calverstown,	Kilcullen.
83	Kilkenny,	49	4477	Brownstown,	New Ross.
84	Ditto,	49	11492	Inistioge (2),	Thomastown.
85	Ditto,	49	14187	Kilmeadow,	Kilmeadow.
86	King's,	36	5913	Frankford Convent,	Frankford.
87	Ditto,	36	11203	St. Kieran's,	Clareen, Parsonstown.
88	Ditto,	41	3868	Ballycowan,	Tullamore.
89	Ditto,	41	14583	St. Bridget's,	Do.
90	Longford,	28	1420	Clonsilla,	Granard.
91	Ditto,	28	14220	St. Columbkille's,	Angliccliffe, Granard.
92	Queen's Co.,	41	14838	Maryborough Par.,	Maryborough.
93	Westmeath,	33	14603	Rockfort Bridge Convent,	Rockfort Bridge.
94	Wexford,	50	13999	Kilmanagh,	Gorey.
95	Wicklow,	40	1119	Cuttletown,	Enniskerry.
96	Ditto,	40	2276	Arklow,	Arklow.
97	Ditto,	40	5949	Rathdram,	Rathdram.
98	Ditto,	40	11353	Enniskerry,	Enniskerry.
99	Ditto,	40	14587	Anghrim,	Anghrim, Wicklow.
100	Galway,	27	10786	Farm,	Williamstown, Galway.
101	Ditto,	32	11918	Milltown,	Milltown, Tuam.
102	Ditto,	32	14234	Belfield,	Ballyglunin.
103	Ditto,	42	3773	Loughcentra,	Loughcentra, Gort.
104	Ditto,	42	13208	Gort Convent,	Gort.
105	Mayo,	20	14727	Crossmolina,	Crossmolina.
106	Ditto,	26	1411	Aglish,	Castlebar.
107	Ditto,	32	13153	Coolaharna,	Ballyhaunis.
108	Ditto,	32	13659	Bekam,	Do.
109	Ditto,	32	14288	Largahoy,	Do.
110	Roscommon,	33	7704	Clonfad,	Ballinacough, Ballyhaunis.
111	Ditto,	32	12327	Mount Dalvin,	Clonfad, Ballyhaunis.
112	Sligo,	12	3337	Tubbervannoe,	Skreen.
113	Ditto,	22	3767	Ballymote,	Boyle.
114	Ditto,	22	4013	Coolbock,	Riverstown.
115	Ditto,	22	10814	Cloghogue,	Ballinacough.
116	Ditto,	22	12767	Clonboe,	Boyle.

(4).—GENERAL REPORT on the AGRICULTURAL DEPARTMENT by
Mr. THOMAS CARROLL, M.R.I.A., Agricultural Superintendent.

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(4)

Albert Farm, Glasnevin.

General
Report.

GENTLEMEN,—I beg to submit my report upon the Agricultural Department for 1899.

Agri-
cultural
Super-
intenden

There has not been material change in the procedure of Agricultural Education since I had the honour of submitting my report for 1898.

The period of "unrest" in regard to Agricultural and Industrial instruction, which was noted in my last report, continues, perhaps, in a more accentuated form. It is clearly evident that the time has arrived when change in educational methods must be at once brought about.

The much discussed question of education for rural districts has exercised the minds of educational reformers. The serious contingency of the people "flying from the land" appears to have grave interest for the agricultural classes in the United Kingdom. Whilst we in Ireland have to deplore the exodus from our country, and its ruinous consequences, Great Britain is suffering merely from a transference of its populations. Our people fly from the country to win bread in other more favoured localities. The English and Scotch industrial classes move about seeking, in their own country, either more congenial or more lucrative employment. Educational systems of former times have done much to cause this restless seeking for new work. The diffusion of education, the facilities for obtaining literature of good, bad, and indifferent quality, the ease and cheapness of locomotion, and the attraction of town and village life have all contributed to depopulate the rural districts of Great Britain, whilst the ready money wage, the more attractive diet, the facilities for amusement and freedom from the restraint of public opinion—which is more potent in agricultural districts—serve to hold those who migrate to towns in close embrace. Rarely do we find a return to the country of a family that migrates to town. Other reasons might be adduced to account for this migration, amongst which the ease with which children may be educated in towns is a strong one. Moralize, however, as we may, try to get at the root of the evil with all the pertinacity that we may possess, the enigma will remain to puzzle the political economist. Why do country folk not see that the future of those who leave the land for city life is fraught with much misery?

Rural
Education.

Migration
to town.

Agriculture.—That primeval occupation, and the cleanest of them all, means more than the growing of grass and grain. It means, among other things, the engendering and achievement of patient even minds in sound enduring bodies, gifts of which after the first generation, the great towns rob those who dwell and labour in them. And when those gifts are gone or greatly lessened, what does history teach us of the fate of the people who have lost them? When, too, the countryman has put on a black coat, or, for the matter of that, kept his corduroys, what welcome has the city for him? What kind of places are those cities to live in for the poor? What mercy do they show to those who fall sick or fail? Ask the labouring man, who seeks work after the cheap hair-dye ceases to conceal that he is turned of fifty; ask the clerk, competent, blameless (and married, with a family), but on the wrong side of forty-five; ask the widow, derelict and tossing upon that bitter sea.

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"*City Life*.—There the hideous grinding competition of the age leaves little room for those from whom the last possible ounce of brain or body work can be no longer pressed. They go to the wall, they sink to the slum and the dock-gate, and the house and the hospital ward. I say that from these great towns, with their aggregated masses of mankind, there rises one eternal wail of misery—the hopeless misery that, with all its drawbacks, the country does not know of those who, having fallen, are being trampled by those who stand. Such are the things of the cities, with their prizes for the few, their blanks—their despair—for the many. And all the while—that is why I speak of them and their pomps and poverties—outside these human lives lie the wide neglected lands of England, peopled, often enough, by a few struggling farmers, and in the course of desertion by a dwindling handful of labourers.*"

It has been suggested that a method of education might be devised by which the youth of the country shall be attracted to country life, that the natural objects of the country should be made a medium of interesting study, and that the knowledge of Nature's work, given in an attractive form, will induce young people to remain in rural districts, where they can revel in Nature and her works.

I am very doubtful as to the restraining of migratory habits through the influence of the teaching of Natural Science. All boys, when young, are fond of country life. There are few town lads who would not give up brilliant prospects in the city if they could be assured that when they grow up they could become farmers. The country is sufficiently attractive for the youth of town and country at the present time. The realities of life are, however, viewed from different standpoints in youth and adult age. The most enthusiastic youth will find a considerable difference between the contemplation, and the realization of farming life; and the youth whose lot is cast as an agricultural labourer, if he has had anything of a literary education, is rarely satisfied with his position, and he will, at an early opportunity, change it.

Natural
Science
teaching.

If Great Britain's stolid sons are not to be fastened to the country by the enthusiasm begotten of Nature's teaching, how much more unlikely will the Hibernian mind, with its enthusiasm and its hopefulness, be influenced by similar educational methods?

The stern fact asserts itself. We must provide an education for the people that will primarily enable them to succeed in life in whatever position they may be placed, and, secondly, we must realize that most avocations are taken up more as a matter of chance and opportunity than of premeditation, and this applies very generally to Ireland.

System of
Education
for Ireland.

For Ireland a system of education must be devised that will be useful for those who leave, as well as for those who remain upon the land, and upon this I do not hesitate to repeat my often-expressed opinion that a rural education may be devised in which agriculture will take a prominent place, that will equip the youth of Ireland for businesses other than agriculture if circumstances should determine their leaving the land. The teaching of agriculture as a school subject is a question that appears to be discussed generally in a manner that frequently betrays the assumption that in schools where agriculture is taught the instruction in the subject is given, with the object of teaching the *practice* of agriculture. As regards Ireland the assumption that the teaching of practical agriculture is continued

* *Rider Haggard in the "Farmer's Year."*

in schools is quite erroneous. The misapprehension on this matter may have arisen through the title of the text-book being given as "Practical Farming." In my report for 1898 I stated that a revision of this book was made in 1897, and improvement in the results of the teaching was gradually becoming felt.

The early attempts at agricultural teaching in Irish schools were in the direction of agricultural science teaching. In consequence of representations made to them that the teaching of agriculture should be given upon more practical lines, the Commissioners authorized the use of a book which was mainly descriptive of improved agricultural practice, having very little reference to the application of science to practice in agriculture. The time came when it was absolutely necessary to revise the text-book. The revised book on agriculture, which has been in use in schools since 1897, was designed to encourage observation on the part of the children, and to bring before their minds the operations of agriculture, and show the connection that should exist between science and practice in the art. The results of attempts made at the teaching of science in the primary schools in Ireland has not been encouraging in the past, mainly because the teachers were not generally prepared for the teaching. The application of scientific knowledge to agriculture in Ireland was hindered through the quality of science teaching in schools.

It was not alone Ireland that suffered through this inefficient method of teaching applied science to agriculture. England and Scotland were, in the past, suffering from the absence of a proper method of teaching science to the industrial classes, as well as from the contempt of practical farmers for the teaching of scientific men. This condition does not force itself on the observation of the practical educationalist any longer. The teaching of applied science is, especially for agriculture, becoming more acceptable to the practical man.

Now that the period has been arrived at, when the chemist himself takes an interest in practical farming: when we find that the practical feeding of cattle, the work of the dairy, and the actual application of manures to the land are undertaken personally by the chemist, and when we find that the chemist is himself a student in agricultural practice we may consider that the period of estrangement between the practical and the scientific men is almost at an end. Again, when we find that the student from the Agricultural College does not attempt to revolutionize the methods of his predecessors in farming immediately on his return, but that he proves in his practice that "the reason why" that he has acquired at College will enable him to perform some farm operation more thoroughly or economically, or that he can, through increased knowledge, discriminate between thrifty or unthrifty animals more correctly than he had done previously, thus will the prejudice against science decrease, and then will its application to agriculture extend.

The results of the inquiry into the condition of manual instruction, and the application of a system of elementary science teaching to Ireland should lead up to a useful form of education in the country, and we may hope that a system shall be devised that will bring our people to a condition in which the industrial resources of the country will be satisfactorily developed.

The necessity for an extension of institutions to meet the requirements of those seeking agricultural education in Ireland is each year becoming more apparent. The developments at the Glasnevin estab-

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methods.

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Industrial
instruction.

Appendix. lishment during the past twenty years have been considerable, yet
 Section IV. with the growth of a desire on the part of the agricultural classes
 (A.) for instruction in their businesses the resources of the Commissioners' Agricultural Schools are severely taxed. The time has arrived when more provision for practical agricultural teaching must be made for the improvement of agriculture in Ireland. The interest that appears to have been created in the development of various branches of Agriculture in the country should now be taken advantage of in providing an effective means for satisfying the desire of the agricultural classes for instruction and guidance in the all important industry of the country.

The Albert Agricultural Institution.

The congested condition of this institution, upon which I commented in my last year's report, has, during the past year, been equally acute.

The attendances during the year were—

(a.) Agricultural students	Resident—paying,	25	
	Resident—free,	25	
	Non-resident—paying,	3	53
(b.) Female Dairy students (resident)	First Session,	61	
	Second Session,	57	118
(c.) Queen's Scholars (non-resident at Albert Institution).—From Marlborough-street Training College,		130	
	From "Church of Ireland" Training College,	44	174
(d.) National School Teachers	First Session,	1	
	Second Session,	9	
	Third Session,	8	18
(e.) Creamery Managers (resident),			14

Necessity for improvement in method. The very satisfactory attendances of the different classes noted above at the Albert Institution gives evidence that there is an increasing desire on the part of the agricultural classes of the country to improve their methods of farming through the acquisition of knowledge of improved agriculture.

The question has arisen whether a development and, possibly, a change in the system of agricultural teaching at the Glasnevin establishment should be brought about.

Hitherto the methods of instruction at this institution have been in the direction of giving as much instruction as possible in practical agriculture. It is open to question whether this system should continue or if the time has arrived when a more scientific course of instruction should be introduced.

Higher scientific methods required. I am of opinion that in the interests of industrial progress in the country a development of a higher class of scientific agricultural teaching should be established at the Albert Institution. And whilst there should be suitable teaching of the sciences underlying agriculture, the teaching of practical agriculture might be usefully and largely developed.

The financial hindrances to a useful development of agricultural teaching in Ireland will probably be swept away, and I trust there will be evolved in the country such a system as will be a help towards improving the industrial and social condition of the country.

It is worthy of note that expenditure on agricultural teaching in Ireland has been the lowest compared with countries in which systematic agricultural teaching has been established, and it should be publicly known that this satisfactory condition has been brought about mainly through the self-sacrificing and devoted attention given by the officers employed at these educational institutions. Their regard for economy in management, and for making the largest amount possible of profit from the industrial works in their charge is beyond all praise.

In devising methods for improving the educational condition of the Glasnevin establishment, it is advisable to consider whether there should be, in the future, two classes of pupils at the institution, or, rather, whether there should be two classes of instruction. One, a system of high class scientific teaching, which might be availed of by intending teachers of schools, by professional men, to whom a knowledge of agriculture would be useful, *e.g.* : land agents, members of the Land Commission, members of the legal professions, and, generally, those whose business in life would bring them into connection with land or its interests. The second class of instruction to be adapted to the requirements of those who would be more intimately connected with practical agriculture, to whom the business of farming would be their future avocation.

Both classes of instruction might be available for each class of student, but for both a longer course of instruction should be the rule. Hitherto at the two agricultural establishments of the Commissioners the demands upon their resources were so great that the time for instruction was shortened in order that a large number should partake of at least some amount of instruction. This rushing a large number through the institutions should be ended, and a sufficient means for thorough education in agriculture should be provided.

The Experiment Grounds.

The experiments carried on in these grounds will be found on pp. 47 to 51.

Experiments here may be considered as primarily useful from an educational point of view, as the lessons from their results could scarcely be applicable to experiments or practice in other districts. It may be questioned whether generalizations on results of experiments may not be misleading to those who do not see for themselves the experiments in actual progress.

The experiments that have been carried on at the Glasnevin establishment, and duly reported upon in previous reports of the Commissioners, have had their chief value in the education of the pupils of the institution who witnessed them.

Experiments on land, either in methods of cultivation, rotations of crops, or on the uses of manures, should be carried out in districts within which the farmers may have opportunity for studying results. Experiments of a purely scientific character, or upon animals, may be carried out at the institution or in its laboratory.

The experiments upon the use of a variety of manures on grass land are most interesting. They are valuable at present in

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improvements.The use of
experiments.Character
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ments.

Appendix.	consequence of the length of time that they have been in operation.
Section IV.	During the past 20 years the various plots have been treated with the same manures now enumerated. The variation in yield during the course of the experiments has been very considerable. At present there appears to be a complete change in the character of the soil and its products through the influence of the manuring.
(4.)	
General Report.	
Agricultural Superintendent.	A visit to these grounds during the month of June reveals lessons of considerable importance—(a) showing the enormous value of what may be called natural manuring as compared with several methods of applying artificial manures; (b.) giving evidence of the desirability of the application of artificial fertilizers in such mixtures, and quantities as approximate to the fertilizing ratios of natural manures; (c.) showing the comparative values of nitrogen in artificial manures—sulphate of ammonia and nitrate of soda; (d.) the use of potash in manuring is also well demonstrated.
Results.	A most important experiment in the use of artificial foods and on their residual value in manure is also in evidence.
The use of artificial foods on grass.	These experiments have now been in progress since 1892. The land which, for the purposes of cleansing it, had been fallow for two years, was sown with a crop of barley. In the autumn, after the barley crop had been removed, sheep were folded on the stubble when swedes with hay were given to them—swedes at the rate of 12 tons per statute acre, and clover hay <i>ad lib.</i> In one division the sheep were given 1 lb. per head per day of linseed cake; another division they had 1 lb. of cotton cake; in another they had 1 lb. of maize, and in the remaining division they were allowed swedes and hay only.
Manurial value.	The sowing of barley each year, and the folding of the sheep as noted were continued during four years, after which the land was laid down to grass with a suitable mixture of seeds.
	The grass over the whole of the experiment ground is mown for hay each year, and during winter, sheep are folded upon the pasture with rations as stated above. Tabulated results during the past year will be found recorded.
	A very important development in these experiments is the behaviour of the leguminosæ. Results contrary to similar experiments are here noticeable. On the land that has had consumed upon it maize the clovers have taken hold to a considerable extent, whilst on the plot upon which cotton cake has been fed the coarser grasses (cocksfoot and fescues) are flourishing, and a very small amount of clovers are there. The weight of mutton produced each year has been recorded during the course of these experiments.
Sugar beet.	Experiments on the growth of sugar beet have been frequently made. The analyses of the roots have been made by Messrs. Schack-sommer and Sigismund Stein, results showing that sugar beet of high saccharine quality can be grown in this district.
To'acco.	The successful growth of tobacco has also been demonstrated here. Indeed it may be taken that this plant can be grown successfully under ordinary conditions over the greater part of Ireland. It remains for scientific men to develop methods of manuring, saving and curing the crop, which will give a product that shall have high market value.
Nursery grounds.	The little nursery in the experiment ground has given good results during the year. The young trees have been most healthy, and when they had got to a stage beyond the nursery period they have been sent to school farms and school gardens throughout the country.

The Munster Dairy School and Agricultural Institute.

The progress of this institution has, during the year, been most successful.

The numbers of pupils who attended the various classes during 1899 were:—

(a.) Male Agricultural Students (resident),	.	.	21
(b.) Female Dairy students (resident)	{	First Session,	36
		Second Session,	37
		Third Session,	37
(c.) Creamery Managers (Males),	.	.	13

This large number of persons who pass through this establishment tax its resources most seriously. The teachers and officers are overworked. The time that can be given to the educational needs of the classes is too limited, and, as a consequence, the work is not as thorough as is desirable.

I have frequently indicated the absolute necessity for increasing the means for agricultural education in Munster. There is need for it, and the numbers who flock to the Munster establishment give convincing evidence that there is a sincere desire for agricultural education on the part of the agricultural classes. Since 1880, when the "Munster Model Farm" was re-organised upon methods that the people understood were formulated for their material benefit, the school has been practically filled to overflowing, and the benefits that have been brought to the agriculture of Munster through the influence of this institution may be said to be almost incalculable.

The Governors associated with the Commissioners in the carrying on the work of the school have taken considerable care of its interests.

The ladies' committee have been most attentive to the interests of the dairy pupils; indeed, the services given by the ladies who have associated themselves for the interests of the school have a value beyond estimate.

If only one half of the instruction and training of this institution were assimilated and put into practice by the pupils a vast amount of comfort might be enjoyed by a large portion of our agricultural classes.

The Agricultural Schools and School Gardens.

At the close of the year there were in connection with the Agricultural Department:—

Agricultural schools,	38
School gardens,	116

There was a reduction in the number of Agricultural Schools during the year. These reductions were made in consequence of—

- (a.) The death or retirement of teachers, 6
- (b.) Inefficient management of the farm or in the teaching, 4

One school was taken into connection during the year, and twelve applications were on hand for the recognition of Agricultural Schools which could not be entertained pending the changes which were likely to be brought about through the passing of the Act for agricultural and technical instruction in Ireland. Detailed reports on twenty-two schools will be found appended.

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I have pleasure in reporting that the majority of the Agricultural Schools are doing work of considerable merit. Many of the teachers take considerable pains to further the views of the Commissioners in teaching the application of the principles of improved agriculture to their pupils, and whilst I regret to note that some of these schools are inefficient through the apathy or want of practical knowledge of the teachers, several are doing really good work.

Taniokey.

The farm of the Taniokey School is situated in a district where small farms are general. It was established by Mr. Close, of Drumhanagher, who, at an early period of the existence of agricultural education in Ireland, decided to take advantage of the encouragement given by the Commissioners of National Education to industrial education in Ireland. The late teacher of the school, Mr. Watson, was a very intelligent agriculturist, and quite suited to the work that Mr. Close desired to encourage. In addition to his agricultural instruction he took up science subjects, and was fairly successful in his teaching. He has recently retired from school teaching, and his place is now filled by his son, who appears qualified to teach practical farming. Mr. Watson, jun., will have the advantage of his father's assistance on the farm.

Number of pupils examined,	.	.	.	13
" " " passed,	.	.	.	13

Drumhanagher.

This is a farm school also on the property of Mr. Close, who, as already stated, gave much encouragement formerly to agricultural instruction in schools. The farm is well circumstanced for its purpose. Recently the teacher has improved his method of instruction, and some changes having been made in his farm boundaries the school farm has been improved. The girls of this school are taught agriculture on the farm and garden. They invariably show, through their answering, that they take an intelligent interest in the subject: indeed, their answering at examinations is generally of higher standard than that of the boys. The garden at this school is well supplied with vegetables and flowers. Fruit cultivation is not as well attended to as it might be, and as Armagh, the county in which the school is situated, is noted for its orchards, the teaching of the principles of fruit cultivation in the schools should be extremely useful if it were properly carried out. This school farm would afford considerable advantages for the teaching of fruit cultivation.

Number of pupils examined,	.	.	.	13
" " " passed,	.	.	.	12

Monragh.

This school farm is situated in a very wild district in the County Cavan, at a distance of nearly a mile from the public road. Farm produce is conveyed in panniers on the backs of donkeys. Needless to say the cultivation of the land is primitive in the extreme: indeed, tillage is confined to small areas, and grazing and meadowing for dairy cows are the principal features in agriculture here. Spade

labour is mainly practised in the cultivation of the potato crop, which, in addition to oats and a few cabbages, form the staple crops of this remote district. Yet the soil and climate are suited to more enlightened systems of farming, and a considerable extent of land now in a state of nature might be successfully cultivated. The principal requirements in the district appear to be the means of communication with the highway by suitable roads. The inconvenience and expense involved in the present means of communication are very serious, and, until improvement in this respect is brought about the agriculture of the district must continue rude and unprofitable.

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The teacher of this school has brought some land into cultivation from a "state of nature." The crops grown upon this land gave satisfactory results. Mangolds and swedes of fair average quality were produced, and the results of cultivation indicate that the encouragement of improved tillage and the introduction of crops now new to the district would result in financial improvement for the people.

Number of pupils examined,	7
" " " passed,	7

Park.

The Park School Farm is situated in a very poor district in East Derry. The soil is poor and the climate very severe during winter and spring.

The farm of this school has been always well managed by the teacher, who appears to have a genius for farming and gardening. His pupils almost invariably evidence careful teaching, as they can give reasons for their belief. In the garden especially there are indications of the existence of means for imparting useful knowledge and experience. Vegetables in considerable variety, always well and clearly cultivated, flowers varied and tastefully arranged, and fruits suited to the district make this school farm a very valuable help in industrial instruction. The teacher has been very fortunate in respect of his relations with managers, for, although there have been, from time to time, several changes, each change has brought forward a manager sympathetic with agricultural teaching in the school.

Number of pupils examined,	2
" " " passed,	2

Barratitoppy.

In West Monaghan there is a district of extremely poor land. The soil is clearly made through the reclamation of moorland of a former period. Considerable industry and self-sacrifice must have been given to ancient agriculture here, and, although the face of the country has been altered for the better there remains the fact that the means of living here must be won by hard work and economical management. The late teacher of this school, Mr. Thomas Whiteside, a most enlightened man, and, considering his opportunities for self-improvement, a remarkable man, had a high appreciation of the need for improved methods in agriculture. Some few years ago he came into possession of a few acres of wild land. His first efforts were directed

Appendix. towards providing a garden, and he was successful in bringing into
Section IV. cultivation what is now a prominent feature in the district.
 (A.) Sheltered by trees planted by the teacher, the garden produces
General excellent vegetables. The propagation of bush fruit, evergreens, and
Report. ornamental shrubs has been most successful. On the farm, drainage
Agri- and reclamation brought a most unpromising piece of land into a
cultural condition where very fair farm crops are produced. This farm
Super- has been a useful object lesson in the district, and if the teacher had
intendent. been spared for a longer life I have no doubt whatever that his influence for the material prosperity of the district would be very considerable. The school is now under the care of Mr. Whiteside's son. The example left by his father will, I hope, be for him an incentive to useful action in the future.

Number of pupils examined,	15
" " " passed,	12

Clare.

This is one of the schools that have a farm of large size. The farm management here is of high merit. The cultivation of the land is thorough. The crops are invariably well and cleanly cultivated. The farm stock are suitable to the district, and are well and carefully managed. The garden, well stocked with vegetables, fruits and flowers, is well and profitably cultivated. Taken altogether, this may be classed as a type of farm that, in its management and results, may be looked upon as a model. It is not to be wondered, then, that the pupils are well instructed, and that they take an interest in agriculture. The subject is made attractive for them, and they appear to take a pride in the success of the farm.

Number of pupils examined,	9
" " " passed,	9

Parkanaur.

The progress of this useful school farm continues satisfactory; indeed, it would be difficult to suggest a change for improvement here. The influence of this farm in the district where it is situated should be very considerable, in indicating the successful results coming from enlightened management. The teacher, Mr. Ross, got possession of the farm by purchase, when it was completely worn out, some years ago. Full of weeds, conspicuously noticeable being the troublesome coltsfoot, there was every indication that the work of the future would be laborious, and possibly unprofitable, yet, with a determination to succeed, the work was begun, and, by persistent efforts, with thoughtful management, the farm is now in a most creditable condition, and, in a candid manner, the teacher states it has paid its way.

The pupils are invariably well instructed, and their interest and pride in the work of the farm are most pleasing.

Number of pupils examined,	13
" " " passed,	13

Benburb.

I regret my inability to give a favourable report upon this school farm. The management has not been as careful as is desirable, and the teaching of the pupils has not been efficient.

Sopwell.

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cultural
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This school farm is situated in the County Tipperary, in a district in which small farming is general. The patron of the school, G. J. Trench, Esq., is most anxious to promote industrial education in the district, and gave to the school a portion of land for the purposes of instruction in agriculture. The teacher has been anxious to promote the desires of the patron, and, on the whole, he has been successful. The crops on the little farm were carefully cultivated, the garden has been brought into a state of good cultivation, and there are in it many features useful for educational purposes. The pupils have been carefully instructed.

Number of pupils examined,	8
" " " passed,	8

Lehinch.

On this school farm there have been satisfactory results. The system of farming in the district in which the school is situated is varied. In the immediate vicinity there are a large number of small farms, whilst surrounding are the large grazing farms of the Connaught grazier. Most of the pupils attending the school are the sons of farmers whose farms correspond, in extent, with the school farm. In so far as these pupils are concerned the teaching of agriculture, and the example of good cultivation practised on the farm are useful. The management of the farm is always most satisfactory; but I am not always quite satisfied with the results of the teaching.

Number of pupils examined,	18
" " " passed,	18

Doonflyn.

On the little farm attached to this school the teaching is generally very satisfactory. The farm is very small—only three acres—and, as there is a large class of pupils it would be better if there were a larger extent of land, especially as there is a large industrial class at this school. The girls of the Fourth to Sixth Classes inclusive are taught agriculture on the farm.

Number of pupils examined,	33
" " " passed,	33

Calry.

This is one of the schools at which the teacher manages his farm extremely well; but his teaching of agriculture is below mediocrity. On the little farm attached to the school magnificent crops are grown—there is every evidence of practical skill—yet at the examination of the pupils unsatisfactory results are shown. The soil of this school farm is of very inferior quality, and it would appear at certain seasons as though the ordinary farm crops could not be advantageously grown.

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Super-
intendent.

The good farm management of the teacher produces excellent crops of mangolds, parsnips, swedes, cabbages, and oats. The farm serves a good purpose in giving evidence of the satisfactory results from careful tillage. It is a matter for regret that the instruction is not, in results, as effective as the farm management.

Number of pupils examined,	11
" " " passed,	6

Killasser.

This school farm is situated amongst a number of small farms in a congested district in the County Mayo. The teacher is a man of enlightened views on agriculture, and his teaching of the pupils has been generally satisfactory. A number of girls are taught agriculture at this school. They appear to take an intelligent interest in the subject, and, doubtless, the knowledge and training that are afforded will be of service to them in after life. The farm and garden were in a good state of cultivation; indeed, the farm management here is of high order in merit.

Pupils examined,	18
" passed,	16

Carragorru.

The Carragorru School Farm is amongst the oldest in connection with the Agricultural Department of the Commissioners, having been established in 1857. There are evidences of the usefulness of this school and farm teaching in the neighbourhood. The introduction of mangolds, swedes, and turnips may be traced to the influence of this school. The soil in cultivation of this farm has been won from a very rocky unpromising piece of ground, similarly to a large area of the County Mayo. The results that are now apparent in the farming of the district in which this school is situated were brought about by an intense industry on the part of the people, and, although in many instances farming methods are rude, the value of careful cultivation is shown in the increased produce. This farm serves as a useful object lesson to the district, as the crops that are produced upon it are generally greater in bulk, and better in quality than those of the neighbourhood.

Pupils examined,	13
" passed,	11

Lisaniska.

Near to the Carragorru School Farm is that of Lisaniska. I consider this is one of the most useful farms in the West of Ireland. It illustrates what intelligent direction of land reclamation will effect. Here is a small farm that at present carries extremely good crops. A very few years ago it was the home of the snipe and water rail. By arrangement with his landlord the school teacher set about improving the farm. Drains were made, old fences and inequalities of the ground were levelled, good cultivation was adopted, and, at the

present time really good farm crops are raised on the farm. This condition was brought about by persistent effort on the part of the teacher and his family. The encouragement given by the landlord gave a stimulus to exertion, and the little farm is now a standing memento of the industry of the tenant, serving to point a moral for the inhabitants of the district. It is a useful object for industrial instruction.

Appendix.
Section IV.
(4)
General
Report.
Agri-
cultural
Super-
intendent.

Pupils examined,	5
" passed,	4

Kinaffe.

This farm school has for its surroundings a numerous class of small farmers. They belong to the migratory labourers who visit England each year. A good deal of the tillage during the absence of the men is done by the women of the family and their children. Needless to say, the work, in consequence, is not done in a thorough manner. Potatoes and oats are the principal products of the district. Other green crops are almost completely absent.

The teacher of this school has demonstrated what deep tillage may effect in increasing the crop yield of land in the neighbourhood. His potato crop is the best in the neighbourhood. The mangold crop is quite as good as that grown in more favoured parts of Ireland. The cleanliness in the cultivation of the land is most pleasant to witness. I have little doubt and much hope that the pupils who are brought under the influence of the lessons of this farm will derive considerable benefit therefrom.

Pupils examined,	15
" passed,	13

Doocastle.

This school farm has a rather peculiar situation. On one side it is bounded by land of excellent quality, whilst on the other is a large extent of peat. The soil at the present time is extremely productive, which is mainly due to the careful and intelligent management of the teacher, who reclaimed and cultivated the land. This teacher, Mr. David O'Dowd, appeared to have a genius for agricultural work. His pupils were invariably intelligent at their examination: a result of careful teaching. The farm carried fine crops, and the practice on the farm was made to subserve the teaching in the school. The school has passed to Mr. O'Dowd's son.

Pupils examined,	33
" passed,	25

Carrowmore Palmer.

This little farm, situated in North-west Mayo, is invariably well-managed. The present teacher has done much towards making it a useful model. Some years ago the fences of the farm were neglected, weeds were allowed to grow freely, and tillage was not

Appendix-
Section IV.
(6).
General
Report.
Agricultural
Super-
intendent.

thorough. Now all this is changed, and the farm is an example well worthy of imitation in respect of its management. The pupils—boys and girls—are taught on the farm. They are carefully instructed, and generally pass a satisfactory examination.

Number examined,	24
„ passed,	24

Callow.

The Callow School Farm is in a congested district, where there is a large extent of poor land cut up into small holdings. The farm has been well cultivated. A number of fruit trees have been planted, and, altogether, the school teacher's residence and farm are objects that attract the attention of persons passing along the road. Unfortunately the teacher of the school had been suffering from a severe illness for some time previous to my visit, and the pupils suffered thereby in their out-of-door instruction.

Number examined,	32
„ passed,	27

Newtownbrownie.

This school farm is situated close to Kiltinagh, a place well known in former times through its chronic poverty. The country surrounding the town has a soil closely approaching barrenness. In it the limit of profitable cultivation appears to have been long since reached, and were it not that the male population migrate for employment in large numbers annually, a perpetual form of famine must prevail. The little farm attached to the school is carefully managed. The teacher's garden is very useful for instruction purposes. Bees are kept. They are managed with much skill, and, through the influence of the teacher and his family, bee farming has been taken up by many farmers in the district.

Number examined,	21
„ passed,	21

Mullinahorna.

The farming methods in the district in which this school farm is situated are rather backward, and the influence of agricultural teaching should be useful. The teacher of the school is an earnest teacher. His pupils take a good deal of interest in the instruction given. The little farm and garden have been carefully cultivated with the view towards useful instruction.

Number examined,	12
„ passed,	12

I remain, Gentlemen,

Your obedient servant,

THOS. CARROLL.

(5).—BALANCE SHEETS OF THE ALBERT AND MUNSTER
MODEL FARMS.

Appendix.
Section IV.
(5).
Balance
Sheet.
—
Albert
Lodge
Farm.

(a). ALBERT LARGE FARM.

BALANCE SHEET for the Twelve Months ended 31st March 1900.

EXPENDITURE.	£ s. d.	RECEIPTS.	£ s. d.
To Amount of Valuation at commencement of year,	2,718 11 10	By Amount received for Dairy Produce,	2,040 6 2
„ Outstanding Debts,	200 5 2	„ Cattle,	749 9 5
„ Milk from Intermediate and Small Farms,	442 0 5	„ Sheep,	202 8 6
„ Cattle,	663 1 6	„ Horses,	7 17 6
„ Sheep,	147 11 5	„ Pigs,	419 3 5
„ Labour,	424 17 5	„ Wheat,	55 1 11
„ Seeds,	43 13 3	„ Oats,	0 5 3
„ Manures,	45 9 6	„ Barley,	67 18 6
„ Implements,	222 18 11	„ Potatoes,	96 15 5
„ Horse Shoeing,	21 0 6	„ Service of Sires,	1 10 0
„ Miscellaneous,	91 4 8	„ Miscellaneous,	15 4 6
„ Harness,	19 5 2	„ Outstanding Debts,	196 2 6
„ Feeding Stuff,	445 2 11	„ Estimated proportion of Expenses in connection with delivery of Milk—Small Farm,	3 17 5
„ Oil and Medicine,	25 4 5	Do.—Intermediate Farm,	11 5 9
„ Expenses to Fairs,	34 13 7	„ Live Stock, Labour, &c., chargeable to—	
„ Labour, Farm Produce, &c., from:—		Intermediate Farm,	128 17 2
Small Farm,	34 15 6	Small Farm,	30 12 6
Intermediate Farm,	121 15 6	Garden,	1 13 0
„ Returns of Butter, &c., from Dairy School,	155 19 5	„ Poultry Department,	5 0 0
„ Rent,	531 7 4	„ Rent of Experimental Ground,	10 7 9
„ Balance, being gain on year's transactions,	141 7 2	„ do, Albert Lodge,	35 0 0
Total,	25,640 5 6	„ Keep of Superintendent's Horse,	25 0 0
		„ Valuation at close of year,	2,594 8 5
		Total,	23,610 5 6

THOS. CARROLL, Agricultural Superintendent.

Appendix.

Section IV
(c.)Balance
Sheet.Albert
Inter-
mediate
Farm.

(b). ALBERT INTERMEDIATE FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1900.

EXPENSES.		£ s. d.	RECEIPTS.		£ s. d.
To Amount of Valuation at commencement of year,		264 13 5	By Amount received for Dairy Produce,		328 17 2
" Cattle,		27 0 0	" Cattle,		50 4 2
" Labour,		44 0 0	" Pigs,		24 4 6
" Seeds,		8 16 5	" Oats,		36 11 0
" Manures,		1 16 0	" Berley,		8 3 0
" Feeding Stuff,		16 5 0	" Miscellaneous,		26 6 6
" Rent,		71 6 8	" Valuation at the close of year,		237 10 6
" Fuel for Cooking,		3 0 0			
" Miscellaneous,		2 17 6			
" Expenses in connection with delivery of Milk,		11 5 9			
" Live Stock, Labour, &c., from Large Farm,		138 17 2			
" Balance in favour of management,		127 19 0			
Total,		£768 1 11			
			Total,		£768 1 11

THOS. CARROLL, Agricultural Superintendent.

(c). ALBERT SMALL FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1900.

EXPENSES.		£ s. d.	RECEIPTS.		£ s. d.
To Amount of Valuation at commencement of year,		111 14 3	By Amount received for Dairy Produce,		113 3 2
" Live Stock,		13 30 0	" Cattle,		13 12 0
" Labour,		16 12 1	" Pigs,		13 0 0
" Farm Seeds,		3 2 2	" Oats,		8 15 6
" Manures,		1 16 0	" Potatoes,		3 18 0
" Feeding Stuff,		6 0 0	" Mangels,		5 0 0
" Rent,		19 16 3	" Amount of Valuation at close of year,		129 11 6
" Fuel for Cooking,		2 0 0			
" Labour, &c., from Large Farm,		30 12 8			
" Expenses in connection with delivery of milk,		3 17 6			
" Balance in favour of management,		77 17 11			
Total,		£287 0 10			
			Total,		£287 0 10

THOS. CARROLL, Agricultural Superintendent.

(d). MUNSTER MODEL FARM.

BALANCE SHEET for the Twelve Months ended 31st March, 1900

Appendix.

Section IV.
(5.)Balance
Sheet.Munster
Model
Farm.

EXPENDITURE.		RECEIPTS.	
To Amount of Valuation (less debits) at commencement of year,	£ s. d.	By Amount of Cash received during year, viz.:-	£ s. d.
" Labour,	373 17 10	" Dairy Produce,	445 15 6
" Live stock,	224 7 7	" Butter from bought Cream,	983 13 8
" Seeds,	28 19 4	" Cattle,	236 12 1
" Manures,	33 17 2	" Pigs,	126 6 3
" Feeding Stuffs,	368 6 1	" Poultry,	33 15 9
" Implements,	95 14 1	" Barley,	34 15 8
" Smithwork,	12 0 3	" Potatoes, &c.,	67 12 1
" Miscellaneous Expenses,	25 12 4	" Garden Produce,	37 16 11
" Rent,	230 0 0	" Service of Sires,	3 5 0
" Cream for Educational purposes,	1,144 15 4	" Miscellaneous,	—
" Profit and Loss, being gain on year's farming,	42 19 7	" Training Department:-	
Total,	£4,157 3 11	" (Loss on Cream and Milk),	336 0 10
		" Labour, &c., for Establishment,	227 16 10
		" Valuation at end of year,	1,554 6 10
			£4,157 3 11

THOMAS CARROLL, Agricultural Superintendent.

THE ITINERANT DAIRY INSTRUCTION.

Section IV.
(6.)Itinerant
Dairy
Instruction.

(6.) REMARKS by Mr. CARROLL, Agricultural Superintendent.

The Dairy Instruction under the Commissioners has continued as heretofore.

The two departments consist of—(a) instruction in creameries, and (b) instruction in home dairying.

The creamery instruction is carried on by two men who have had thorough experience in different departments of the creamery industry. One of these experts has had considerable experience in analytical and general chemical work. He has made himself thoroughly acquainted with creamery work, both scientific and practical. The other expert has had experience in Scandinavian dairying. He has considerable

Instruction
in
creameries

Appendix. knowledge of creamery machinery and appliances, and this knowledge
Section IV. has been turned to very useful account since he has been engaged as
 (6). creamery instructor.

Itinerant Dairy Instruction. The progress in creameries has been very marked since the appointments of instructors have been made. The duties of these men are to advise those engaged in creamery work in the selection of sites, to provide plans suggestive for the creameries about to be erected, to inspect and report upon the carrying out of the work of erection and fitting of creameries—in fine, to safeguard as far as possible that suitable creameries, properly equipped, shall be established. The instructors are advisory only; they do not take any responsibility in regard to the business part of the creamery, and they cannot interfere in negotiations between creamery proprietors and others in matters of business.

Reports on creameries. Reports of visits to creameries are made to the Commissioners of National Education, to the managers of the creameries visited, and, in the case of co-operative creameries, copies of the instructors' reports are sent to the Secretary of the Irish Agricultural Organization Society, from which proceeds a certain useful control over co-operative societies.

The services of the instructors are eagerly sought for, and all varieties of creameries—co-operative, joint-stock, and proprietary—have been regularly visited by them.

Home dairying. The instruction in home dairying has, during the year, been very usefully given.

Influence of the Governors of the Munster Dairy School. In Munster there has been much interest taken in this instruction. Mr. Ludlow Beamish, the honorary secretary of the Governors of the Munster Dairy School and Agricultural Institute, has given much time and encouragement to this work. The two instructresses, Misses Dundon and Sarsfield, have been very fully engaged during the dairy season. The instruction has been given (a) to adults in home dairies, and (b) to mixed audiences of adults and children in National Schools after school hours.

The reports of the instructresses now appended will be read with interest.

Butter Exhibitions. A very useful arrangement has been devised for exhibitions of butter made in the districts in which instruction has been given. These exhibitions have induced considerable enthusiasm, and they are managed in such manner that they give much encouragement to the itinerant dairy instruction. Examinations of young girls that have attended the instruction have also been held, and the knowledge acquired in the theory and practice of dairying, as evidenced at these examinations, is most encouraging.

Prizes for well kept dairies. A most useful result following the itinerant dairy instruction has been the offering of prizes by the Governors of the Munster Dairy School for the best kept dairies in the districts under instruction. These prizes, and the encouragement given to improved dairying generally, must have a very beneficial effect upon dairying in the districts of Munster in which home dairying is still practised. Indeed, from personal observation I can say that a very large measure of success has followed the introduction of this instruction in the province of Munster.

(7.) Report on Itinerant Dairy Instruction by Miss E. DUNDON. *Appendix.*

December, 1899.

Section IV.
(7.)

GENTLEMEN,—I beg to submit my report for the year ending December 31st, 1899.

I was engaged for a period of four months in the province of Munster, in itinerant dairy instruction, for which a programme was again arranged by the Governors of the Munster Dairy School and Agricultural Institute.

This year has seen a decrease in the number of applications from districts for dairy instruction, but the success of the classes this year has exceeded that of previous years, and the attendance has in every case been most satisfactory. That dairy instruction is appreciated is shown by the repeated applications from some districts year after year.

A fortnight's instruction was given in each of the following places:—(1) Inchigeela, Ballingeary, Killbarry, and Coolmountain; (2) Durrus, Ruanahara, and Kilcrobane; (3) Clonakilty. With the exception of the latter, dairy instruction was given in all these places the two preceding years.

Each course consisted of ten lectures, each lecture being accompanied with demonstrations on butter-making, cream separating, and milk testing; a good deal of interest was taken in the testing of milk of individual cows, the result of which proved clearly the necessity for careful selection of dairy stock. The demonstrations were given with improved but simple appliances, such as every dairy farmer could afford.

I visited thirteen dairies for the purpose of pointing out defects and suggesting improvements therein, and gave butter-making demonstrations in some, with the appliances at the dairies.

I also gave lectures and demonstrations on butter and cheese-making at two agricultural shows, viz., Cork and Tralee.

Reports on my work have been regularly forwarded to the Agricultural Superintendent.

During the two six-week dairy sessions ending, respectively, Feb. and Dec. 20th, I was engaged at Glasnevin Dairy School, assisting in giving instruction to the dairy students.

The fact that some progress has been made in home dairying, especially in districts where instruction has been imparted for three successive years, is borne out by public statements to that effect by butter merchants and others testifying to the improved quality of butter sent into the Cork market, and the decrease in the quantity of inferior butter, from those districts, which, it is stated, is now less than from any other part of Munster—more careful grading of butter in the local markets has been a substantial aid in effecting this.

It would be well if the system of grading became more general—the prevailing system of averaging price and quality is unsound, inasmuch as it offers no inducement to butter-makers to improve their methods.

Proper treatment of butter in the markets is very rare—in one market only have I seen it handled with care; the hands are brought very much in contact in weighing and packing, the market-place is usually in a dirty condition, and the boxes in which butter is packed are not clean—in one case I have seen the butter put direct

Itinerant
Dairy
Instruc-
tion.Time
engaged.Decrease in
number of
applica-
tions.Progress of
classes
attendance.Districts
visited.Course of
instruction.Visiting
dairies.Dairy
shows.Reports on
work.Instruction
at dairy
school.Progress of
home
dairying.Treatment
of butter in
markets.

Appendix.
Section IV.
(7.)

Inherent
Dairy
Instruc-
tion.

Price of
butter.

Regulation
of temper-
ature in
dairies, &c.

Faults in
home
dairying.

Situation of
dairies.

Dairy
utensils.

Cream
separators.

Proposed
dairy
competi-
tions.

Blending of
butter.

into a farm cart, with nothing but a calico sheet to protect it from external influences, and moreover the butter was exposed to the direct rays of the sun for a considerable length of time.

The prices of butter have been in advance of those of the previous year.

The proper regulation of temperature in dairy work is now better understood; the fact that I supplied eighty-two dairies with thermometers is conclusive proof of this. In some districts the cream received at classes, with very few exceptions, even under favourable conditions of temperature, showed that considerable attention was given to this matter; where this was not so well understood butter-makers were at a considerable loss during the warm weather, having to sacrifice their butter for 2d. to 4d. per lb., when current market price was 8½d. In one district I noticed an improvement since last year in the condition of the dairies with regard to cleanliness.

The following remarks show that home dairying is still in an unsatisfactory condition.

The presence of hairs and of buttermilk in the butter reveal careless straining of milk and cream, and washing of butter; in the early part of the year high colour of butter and disagreeable metallic flavour, probably due to mixing "beastings" with the milk for creaming, are faults commonly met with. Butter merchants also complain very much of smoky flavour; whilst butter-makers continue, as they do, to set milk in their dwelling-houses during the winter and spring months, this fault will continue to exist.

As a rule dairies are badly situated, being invariably within the reach of foul odours of manure, &c., with which milk and cream are so readily affected; moreover, the dairies are sometimes used as stables during winter, and, considering they have earthen floors, and are not disinfected with lime-wash before milk is again set in them, the making of good butter is impossible under such conditions. As regards the structure, it is generally very crude; some are built with flat stones, without any mortar between; the walls are often very rough and not lime-washed—old prejudice forbids its frequent use; light and ventilation are deficient, cement or flagged floors are rare, earthen ones are the rule; regarding the utensils, the churns are, with very few exceptions, defective—I have suggested some improvements in them, but, as far as I could learn, these have not been carried out; for creaming, oak keelers and deep earthen-ware pans are more general than the modern tinned iron pans—there is a popular belief that the latter impart a bad flavour to milk.

Not more than half a dozen cream separators were to be found in the districts I visited.

A vast improvement in the quality of butter should follow the use of the cream separator in home dairies, the cream being less exposed to unfavourable influences than when it is set, in case of open pans.

The Governors of the Munster Dairy School and Agricultural Institute propose to offer prizes in one or two districts the coming year for the best situated, best constructed, and best managed dairies; this should be the means of encouraging farmers to take a greater interest in improving the condition of their dairies.

The faulty system of blending butter, to which I have so frequently referred in previous reports, prevails, to a certain extent, towards the end of the season; I have recommended the adoption of smaller packages, and each maker to fill her own box or keg, and demon-

strated at dairy classes the way this can be successfully done with several separate churnings, *i.e.*, by keeping the butter granules over in brine from day to day, and then mixing in the grain when there is sufficient butter; this method secures perfect uniformity in colour, salting, &c., without over-working. Many makers took a very keen interest in this, and were determined to try it later in the season. All the butter packed as above secured the highest price and quality in the Cork market.

Allowing the cream to remain on the milk until sour is quite general, and is, I think, detrimental to its quality. My recommendation of skimming at short intervals is now adopted by many with very good results.

The practice of mixing sweet cream or milk with sour cream immediately before churning, for the purpose of ripening, is very common, and is, I consider, both wasteful and unnecessary if the cream receives proper treatment. The ripening of cream is not yet very well understood, and failure in butter-making during winter is, I believe, due to this. Ripening is very often allowed to go too far in summer, a starter is seldom used in cold weather, and, when it is used, it is invariably too sour.

In a few dairies where matters have gone wrong, owing to the presence of unfavourable ferments in milk and cream, I have recommended ripening with a starter obtained from a clean dairy, in order to restore the proper fermentation. To obtain such a starter was, however, a difficult matter, owing to superstitious notions.

A feature in connection with itinerant dairy classes this year was the promotion by the Governors of the Munster Dairy School of local butter shows, at which prizes were offered for competition within the parish in which the instruction was given. The number of exhibits at these shows has been large, and each exhibit had the faults and good qualities plainly marked thereon, a fact that made the display of great value from an educational point of view.

I am, Gentlemen,

Your obedient servant,

E. DUNDON.

The Secretaries,
Education Office.

(8.) Report by Miss SANSFIELD, Dairy Instructress.

Section IV.
(8.)

Cork, 14th November, 1899.

SIR,—I began work on the 3rd April. I attended the Spring Show of the Co. Cork Agricultural Society on the 4th and 5th, and assisted in the cheese-making demonstrations.

On the 10th April I went to the parish of Kilnamartyra, near Macroom, where I remained for five weeks. I visited two districts here, *viz.*: Dundarrike, where I spent three weeks, and Ballyvoige where I spent a fortnight. The average attendance at Dundarrike was about seven adults and twenty-five children, and at Ballyvoige about nine adults and twenty-two children.

On the 15th of May I went to Ballyvourney. I visited four districts in Ballyvourney, remaining a fortnight in each; these were—

District in
which
instruction
was given.

Appendix. Slieveragh, average attendance about twenty-eight; Bardinchy, average attendance thirty-two; Coolea, average attendance twenty-eight; and Ballymakeery, average attendance, fifty-three.

Section IV. (8.) I went to Kilmeen, near Ballineen, on the 11th July, and stayed there for a fortnight. The average attendance was sixteen, all adults.

*Itinerant
Dairy
Instruc-
tion.*

On the 24th July I went to Lissard, near Skibbereen, and remained there for a fortnight. The average attendance was about fifty adults.

After leaving Skibbereen I remained at home for three weeks, and on the 28th August I went back to Kilnamartyra, and stayed there till the 11th November. I visited four districts there, viz.:—Renanirree, three weeks, average attendance about fifty; Ballyvoige, two weeks, average attendance, sixty; Coolavolig, three weeks, average attendance, thirty-six. These were all school children, with one or two exceptions.

From the 10th April to the 5th August I held classes every day, lasting for from three to four hours. Lectures were given daily on the building and management of dairies, the milking of cows, the principles of butter-making, and the marketing of butter; the management of hand separators; the setting and skimming of milk; the ripening of cream; the feeding and management of dairy cows, and the rearing of calves, especially with reference to the use of separated milk. Practical instruction was also given in butter-making, the working of hand separators, and the Gerber milk tester, also the testing of milk by means of the cream test tubes.

From August 28th to November 11th I gave lectures on the same subjects, but the practical work was chiefly confined to the working of the milk tester and separator.

*Butter
shows for
persons
under
instruction.*

On the 11th May, after the first course was finished at Kilnamartyra, a butter show was held in the National school. It was arranged by the governors of the Munster Dairy School for the purpose of encouraging the people to make butter by the improved methods, and also to find out if the work done in the district had been of use. There were two classes—(1) for fresh butter in lumps of not less than 14 lbs., (2) for mild-cured butter in kegs or boxes of not less than 28 lbs. There were twenty-three exhibits, which were sent to the show very neatly made up. The butter was judged by Mr. Forrest, Inspector of the Cork Butter Market, who expressed himself as being both pleased and surprised at the quality of the exhibits. He said he did not expect to see such good butter in this backward part of the country.

A butter show was also held in Ballyvourney at the end of the course of lectures. At this show there was only one class for fresh butter in lumps of not less than 10 lbs. The farmers in Ballyvourney nearly all sell their butter fresh. Instead of having a class for mild-cured butter, a competition in butter-making was arranged between the children of the National schools.

*Examina-
tions of
those
instructed.*

At the end of the course in each school, I held an oral examination of the children of Fifth and Sixth classes. Those of each school who came best out of this were then sent to the village school for a written examination, superintended by Mr. Beamish, hon. sec. Munster Dairy School, and the six who got the highest marks competed in a churning and butter-making contest the following day. This was judged by Mr. Beamish, and the butter was finally judged by Mr. Murphy, of the Cork Butter Market, who also judged the fresh butter.

The children's competition at Ballyvourney was very interesting and successful; they worked very well, and made up the butter neatly. They were given troughs on which to work the butter. Having no butter-workers in their own homes it was considered more useful to teach them to manage butter-making in butter troughs.

Appendix.
Section IV.
(8.)
Itinerant
Dairy
Instruc-
tion.

There were twenty-two entries in the lump butter section. Mr. Murphy's opinion was that the butter on the whole was excellent, especially where texture and colour were concerned, but some samples were deficient in flavour and were sour. Mr. Murphy considers that the butter made in the districts visited by the Instructors had been decidedly improved of late, both in texture and manufacture generally, but the flavour is not so much improved. This may be accounted for through no improvement in the system of feeding cows in those districts.

Messrs. Shanahan, who are among the largest buyers in Cork, say the butter is decidedly improved; they also say that they get butter of a better quality from these districts than from any other district where they buy butter.

Improve-
ment of
butter in
districts
visited.

Some of the local buyers of lump butter say there is no improvement; but these, without exception, are men who will not go to the trouble of grading the butter, but pay the same price for good and bad alike. It would not be to their pecuniary interest to acknowledge any improvement.

I myself think the butter in these districts has been decidedly improved since my first visit in 1897, especially as regards cleanliness in its manufacture.

The classes were held in the farm buildings at Lissard. After the course was finished a competition was arranged between the members of the class. Prizes were given by The O'Donovan for a written competition, and by Mrs. Adams, for fresh butter in 2-lb. rolls.

The questions were set by Mr. Smith, of the Munster Dairy School, who afterwards corrected the answers. He said the answering was decidedly good, and much higher than he expected. Eleven entered for this competition. In the butter-making section twelve entered, and the butter on the whole was of excellent quality.

At Ballyvourney and Kilnamartyra the dairy cattle seem to be a mixture of the Kerry and Ayrshire breeds. I tested a large number of samples of milk for butter fat in both places, and the quality of the average was very good. The average of 206 tests taken in the parish of Kilnamartyra worked out at 3.9 per cent.; and of sixty tests made in Ballyvourney the average was 3.8 per cent. The quantity of milk given by the cows seems very small, but as none of the farmers make any attempt to keep a milk record I cannot tell the average amount of milk given. Five pounds of butter per week from each cow is considered very fair.

Milk
testing.

In Kilmeen and Skibbereen the cows kept are crosses of the short-horn, Ayrshire, Kerry, and polled Angus breeds. Of forty samples of milk tested in Kilmeen, the average was 3.9 per cent.; and of seventy samples tested in Skibbereen the average was 4.1 per cent.

The cows are all fed the same way, regardless of the quantity of the milk they give. They usually get a mixture of equal quantities of Indian meal and bran, four or five pounds for each cow; no other concentrated food is given. Rye grass, turnip "starters," and rape are grown extensively for soiling, as it is a general practice to keep several more cows than the land can support in ordinary grazing.

Feeding of
cows.

Appendix.

Section IV.
(8.)Itinerant
Dairy In-
struction.Calf sick-
ness.Cream
separators.Milking of
cows.Setting of
milk.Unsuitable
dairies.

The people lose a great many of their calves through mismanagement. The very young calves are only fed twice a day. They are fed out of dirty pails, and kept in dirty pens, or else kept out in the fields in every sort of weather, exposed to rain and cold.

If a calf gets sick it is generally allowed to remain with the others till it dies, and where separated milk is fed to the calves they are seldom given anything with it to make up for its deficiency of fat. In the parish of Kilmeen, however, where there are seven or eight hand separators, the farmers generally feed linseed cake to the calves along with the separated milk.

There are a fair number of separators in use, both in Kilmeen and Skibbereen, but not nearly as many as there should be, and in Kilnamartyra and Ballyvourney separators are coming in very slowly.

As a rule the farmers are very wasteful both of milk and cream. It was formerly the custom to churn cream of different degrees of ripeness together, but farmers are now beginning to see the mistake of this. Very few make any attempt to ripen the cream, and three years ago, before the Instructresses had visited, thermometers were almost unknown, and certainly never used in the dairies. The usual method of heating milk and cream was to bring a shovelful of lighted turf into the dairy and place it next the cream vessel. The milk was either never strained at all, or only put through a very coarse strainer. Milking was always done with hands moistened by dipping them in the milk pails. I always impress on the children the necessity for learning the dry-handed system of milking, as those who have been long in the habit of milking with wet hands find it very hard to change their method.

In hot weather the milk was generally cooled before setting, and it was allowed to get sour and thick before skimming. The cream was churned at any temperature, and at any degree of acidity. If it was very sour, new milk was mixed with it before churning with the view to sweeten it.

In cold weather, if there was a difficulty in churning, hot water was poured into the churn on the top of the cream. The cream was always over-churned, and the butter generally worked with the hand, and "drawn" or rubbed by the hand, instead of being pressed by a wood scoop. Salt of an inferior quality was general, and butter paper was never used. The butter was sent to market in an untidy and careless manner, and in hot weather it was half melted before it reached the market.

A good deal of these methods are now done away with. Thermometers are frequently used. The cream is mixed the day before churning, although, with a few exceptions, they have not yet adopted the system of artificial ripening. The churn is stopped when the butter is in grains, before it is spoiled by over-churning. They work the butter with wood scoops or skimmers, instead of with the hand. They use butter paper when packing the butter, and market it in a neater manner.

In all the places I have been in, the dairies are very bad. They are generally only used as a dairy in the summer. Formerly in the winter it was a general practice to use the dairy as a stable or cattle-shed, but this practice is beginning to die out. They still use it, however, as a store for potatoes, &c., when it is not in use as a dairy.

Formerly there was an idea that whitewash had a bad effect on the milk, and made it sour quickly, consequently the dairies were

never whitewashed. This has been successfully combated, and the dairies are now generally whitewashed once a year. I came across this idea again in Kilmeen, which was visited for the first time this year. Some of the farmers there assured me that the dairies could not be whitewashed, or the milk would immediately turn sour.

The small farmers who have only a very little milk in winter, keep it in the kitchen or bedroom; but those who have a fair-sized winter dairy give up one room in the house to it. On the whole the dairies are kept better than they were three years ago, especially as regards the outside surroundings, which are drier and cleaner; but they still need to be very much improved.

The butter buyers generally complain of the butter having a musty flavour in the winter, which must arise from this habit of taking the milk out of the dairy and keeping it too long in close, confined rooms.

I have much pleasure in offering my thanks to the farmers, who received me with much consideration, to the clergy of all denominations, whose aid and encouragement were given without stint, and to the teachers and children of the schools where I gave instruction for their help and attention at all times.

I am, Sir,

Your obedient servant,

(Signed), ETHEL H. SANSFIELD.

Thomas Carroll, Esq.,
Albert Farm,
Glasnevin.

(9.) Report by Miss BROWNE, Dairy Instructress.

Dublin, 14th November, 1899.

DEAR SIR,—The following is the report of the Dairy Instruction given by me at Kingscourt, co. Cavan; Stradbally, Queen's Co.; Glenties, Fintown, Inver, and Glenswilly, co. Donegal.

The instruction in Kingscourt commenced on May 8th—ended on May 19th. A demonstration was held in the Courthouse each day from the 8th until the 14th, the average attendance being from thirty to seventy persons. I gave lectures dwelling on the breeds of cows, pointing out those most suitable for dairy purposes, the feeding and treatment of dairy cows, the importance of perfect cleanliness of everything connected or coming in contact with milk, milking, the straining and setting of milk for cream raising, skimming and ripening of cream or milk for churning—and, as whole milk is churned by most people in the district, I dwelt on the proper treatment of that—on the regulation of the temperature, and explained the thermometer and its use, which some seemed to find very difficult to understand, the greater number never having seen one before. I went through the process of churning, using the "End-over-end"

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(8)

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Dairy
Instruc-
tion.

Section IV.
(9.)

Itinerant
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Instruc-
tion.

Instruction
at Kings-
court.

Appendix. and "Swing" churns alternately, and the washing, working and making up of butter, and explained, as I went along, how it should be done. I used the butter worker two or three times; but principally the trough and scoop, as there are very few large farmers in the district. I used a hand separator for cream separation a few times; it excited a great deal of curiosity, but I did not think it would be of much practical use to show it often, as whole milk is generally churned in this district. The people seemed to take a great interest in everything, and seemed anxious to learn all they could, judging by their eagerness in asking questions.

Section IV.
(B.)
Insistent
Dairy
Instruc-
tion.

During the second week in Kingscourt, from the 14th of May until the 20th, I had a class of about twelve girls whom I taught to do the practical work themselves; they also took notes on the lectures. The milk was supplied new by the committee interested in the instruction, so I had the opportunity of showing the people the straining, setting, and skimming or separating of it, and the ripening of the cream for churning.

This was the first instruction of its kind given in the district.

Instruction
at Stradbally,
Queen's
County.

The instruction in Stradbally commenced on May 24th, and ended June 10th, and was given principally to the girls belonging to the Industrial school attached to the Presentation Convent there. About forty girls attended the instructions, and six each day in turn I taught to do the practical work themselves, the remainder listened to the explanations and took notes; six girls learned to milk. There are seven or eight cows belonging to the Convent dairy, so the girls learnt the whole management of the milk. This was the second time dairy instruction had been given at the Convent at Stradbally.

Instruction
in County
Donegal.

The instruction given at Glenties, Fintown, Inver, and Glenswilly, co. Donegal, was the first of its kind given at each of those places. It commenced in Glenties on 13th June, ended July 18th. I gave lectures in six schools in the parish, using the "End-over-end" and "Swing" churns, and the trough and scoop to dress the butter; the attendance was from twenty to fifty-five persons. I trained a class of twelve girls at the school at Glenties every Saturday during my time there.

Faults in
dairying.

I visited about forty-five private houses. With the exception of three or four, they had no dairies, the milk being kept in the dwellings, and even in the bedrooms; most of the houses were rather small and smoky, but, as a rule, were kept pretty clean. The milk was kept in earthenware or wooden vessels placed on tables or chairs, sometimes on the floor, which usually was of clay; the plunge churns were used altogether, and some were made of very bad wood; the hand was always used to work the butter, no utensil for doing so ever having been seen before.

Milk kept
too long.

One of the greatest faults I found all through this district was that the milk was kept too long before being churned. A great many people were under the impression that the air was injurious to the milk, and had been covering it up with wooden covers and cloths, and keeping it in close dark cupboards. The straining of the milk was very imperfectly done, the strainers being much too coarse; the hairs went through and had to be taken out of the butter with a knife. At each house the people living near assembled for the lesson—as a rule, from about six to twenty persons. I went through the churning and butter-making, pointing out all the faults in the milk (which sometimes was in a very bad state), and explaining how it should be managed from the very beginning. A great deal of the milk was

in good condition, and showed that care had been taken in the management of it. I brought to each house the simplest and cheapest utensils, because if they saw the more expensive ones they got the idea that the work could not be done without them. For the same reason I used their own churns to show how the butter could be taken up and washed in grains as with other churns. I showed the working of the butter with the trough, scoop, and pair of patters, and explained the thermometer many times, some finding it almost impossible to understand it; others, especially young girls, learnt its use quite easily, and these I always made a point of explaining it particularly to.

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struction.

The butter is usually packed in butts, and it sometimes took a month or six weeks to pack one. I taught them how to keep the butter granules in brine and pack the butter all at once; this plan was adopted by some, and they seemed pleased with the result. Sometimes the butter was sold in lumps, but either way the buyers offer very little encouragement to the people to improve their methods, and give almost the same price for bad as for good butter, and when sending it away mix good and bad butter together. The butter is sold principally to shopkeepers.

The selling
of butter.

The instruction in Fintown commenced on July 19th, ended July 30th. In this parish I gave six lectures in the schools, and visited two houses.

I commenced work in Inver on August 1st, and finished September 11th. Here I visited about forty-eight houses, and gave twenty-three lectures in the schools. The excessive heat during a few weeks in August made butter-making a very difficult matter; the water could only be got from wells which were for the most part exposed to the sun, and the temperature of the water was often up to 62.

I went to Glenswilly on the 12th September, and left on the 7th October. I gave five lectures in the schools, and visited about twenty-seven houses. In all these places I found everything necessary for instruction, and gave my instructions pretty much the same as in Glenties. The usual price for butter was from 7d. to 10d. per lb. Some had bought and were using thermometers, scoops, &c., before I left, and I expect before long they will be more extensively used.

The Congested Districts Board gave a grant of about £100 each to the parishes of Glenties and Glenswilly to encourage the dairying industry there.

Congested
District
Board.

As a rule the people were most anxious to learn, and, I feel sure, with a little encouragement, they will do their best to improve their methods of butter-making.

Yours obediently,

(Signed), K. A. BROWN.

Thos. Carroll, Esq.,
Albert Model Farm,
Glasnevin,
Dublin.

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(10.)

Itinerant
Dairy
Instruc-
tion.

(10.) Report by Mr. POOLE WILSON, Dairy Instructor.

January, 1900.

GENTLEMEN,—I beg to submit my report for the year ending 31st December, 1899.

I paid 175 visits to creameries, and forwarded reports on same. A copy of the report on each creamery was also forwarded to the chairman of the creamery, and to the Irish Agricultural Organisation Society in the case of co-operative creameries, and to the owner in the case of proprietary creameries.

I gave the usual course of lectures at each of the sessions for creamery managers, at the Albert Model Farm and Munster Dairy Institute.

I also commenced some trials of the Radiator butter-maker, while attending at Glasnevin to lecture to agricultural students, but owing to the insufficient water supply at the farm I was unable to complete my experiments.

I can again report a steady improvement in the quality of butter manufactured, and in economical working.

Improvement in
quality of
butter.

It is satisfactory to note that this improvement is causing Irish butter to realise higher prices, and creating a greater demand for it. The following extracts from annual reports on the various butter markets are taken from the *Gracer*. Their Liverpool correspondent says:—"Irish creamery butter had a larger sale than ever during the season, and the quality was very satisfactory. The benefits derived from the Government Instructors of Dairies was very manifest, but a reform is still needed in the strength of the packages, especially in the summer, when the losses to all concerned are, at times, severe."

Glasgow correspondent says:—"The demand for Irish creamery butter is steadily growing, and if the Irishmen would only extract a little more of the water, giving the product of the creamery more of the texture of choice Danish butter, it would take the first place in the market."

Manchester correspondent states:—"During the summer season, however, Irish creamery butter runs very close to Danish in excellence of quality."

While we can derive a certain amount of satisfaction from above reports, they each point out a different fault. These I will touch on at once:—

Packages.

1. Packages: Owing to the strong representations of the various large commission merchants, and, in some cases, their refusal to take consignments of butter packed in weak boxes, I have been able to bring home to a great many societies the folly of risking a big loss, for the sake of the difference in price between a weak and a strong box. The majority of the creameries are now using the stronger box, and turn it out in a much cleaner condition, using covers regularly. Most of the Northern butter is packed in the 56-lb. pyramid; in a few cases the customers asked for it in "kiels," with the avowed object of palming the Irish butter off as Danish.

Water in
butter.

2. I consider the complaint of their being such large quantities of water in Irish butter largely the result of prejudice arising out of evidence given at the "Manchester prosecutions."

Very few cases have come under my notice of excessive amounts of water, since, (a) the objectionable practice of "washing butter on the table" was abandoned; (b) and the use of ice to cool cream before churning became general.

This complaint generally arises in the summer months, and, where justly raised, arises from the want of cooling facilities.

I have recommended all the creameries to pay special attention to this point in order to prevent any complaints, and gradually remove the prejudice existing in the minds of a great many of our largest customers. The texture of the Danish butter referred to is simply obtained by the use of large quantities of ice.

3. The lesson to be drawn from the third extract is that our creameries should endeavour to increase their winter output by farmers taking up winter dairying. This is actually being done, many of the farmers in the Northern districts having gone in for winter dairying in order to realise the better prices given for milk at that time of the year. The difficulty the creameries have laboured under was that at the commencement of each season, prices had to be cut in order to get into the market, and by the time their butter was introduced, and had taken such a good hold on the market as to realise prices equal to Danish, the supply of milk falling off, customers could not be supplied with the quantities required, and so turned to Danish, Swedish, Finnish, or Colonial butters.

Another difficulty Irish producers find in their path is the want of cold storage facilities by rail and boat. Butter turned out in the hottest weather, in a good firm condition, frequently arrives on the English markets running out of the boxes, no attempt having been made to keep it cool during transit by the rail and boat companies.

Prices during the year have ruled higher than in 1898, chiefly owing to the prolonged drought; but also to the fact, that though the total foreign imports of butter for the year 1899 were considerably larger than previous years, they did not keep pace with the demand. It has been calculated that to supply our growing population an extra "10,000 tons annually" is required of dairy products.

Practically no attempt has been made by the co-operative creameries to capture a part of the increasing trade in "pound rolls," sold to grocers direct for cash with order. This, the most paying part of the butter trade, is left practically in the hands of the proprietary firms. Now that some of the creameries have well-established reputations for quality, it might pay them to follow the custom of their Danish competitors, and agree to sell the whole of their produce, or a constant proportion of it, during the year, at a price based on the Copenhagen quotation.

In my district there is a great deal of unnecessary competition amongst the creameries; buyers have matters their own way, and owing to the manner in which the managers have thrown over good regular customers in the past for a temporary offer, very little higher, by some outsider, buyers have begun to treat the creameries in the same way. Several large firms have written to me during the year, asking if I could recommend dairies, where quality was good, and "regular" supplies would be sent for good prices. A common plan adopted by the creamery owners is that of consigning butter to buyers who offer speculative prices on a rising market, and, when a slump comes sending to the agency, and then grumbling at the prices realised for a lot of butter which was not desired, and for which they had to find a customer at a moment's notice.

A great deal of the Northern butter is bought by Scottish creamery companies during the summer months, for their "saltless fresh butter trade," the Scottish companies being busily employed in making cheese at that time, and thus having no butter of their own.

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Section IV.
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Instruc-
tion.

Increase of
winter
output.

Transit
difficulties.

Prices.

Appendix. One of these companies, owing to the irregularity of consignments, has decided to erect creameries for themselves in this country, and thus secure a regular supply.

Section IV. (18.) The growth of the creamery movement has still increased, and I find it practically impossible to attend to all the calls I receive. The chief method of extension appears to be by auxiliaries; despite the differences of opinion as to the best working arrangements between auxiliaries and the central, they are giving great satisfaction, and a great deal of capital has been saved, without the quality of the butter or its economical production being interfered with. The complaints generally arise where the auxiliary is registered as a separate society, the interests of both central and auxiliary being centred in themselves, and not in the two as one body.

Interest
Dairy
Instruction.
Growth of
creameries.

Over-
lapping

Many of these auxiliaries have been erected far too closely together, thus overlapping each other's district. This is greatly to be deplored, because where so many of them are erected, and so closely together, the tendency is to put up a building, which is too small, and in which the machinery will be crowded. The machinery is also too often incomplete and inadequate. Notwithstanding that I have pointed out again and again, that the district would be better served by one good and well-equipped auxiliary, costing less than the two incomplete ones, working more economically and giving greater satisfaction to the suppliers, the responsible leaders have persisted in, or not used their influence to prevent, the erection of auxiliaries, that I knew could not and have not given the satisfaction they ought to have done. I am seriously afraid that the creamery movement will receive a check in several districts where the policy, recommended to them by me, has not been followed.

Technical
advice
given by
irrespon-
sible people.

A great deal of harm has been done this year by one or two gentlemen presuming to give technical advice to proposed creameries, on the strength of their being connected with one already in existence, and which has not done as well as it ought to have done from a business point of view, owing to defective or badly arranged buildings and machinery. In several instances societies have expressed their willingness to erect suitable buildings and machinery "if the Government would find the extra money required." So long as they had to find the capital themselves, anything was good enough. This actually occurred in districts, where, on enquiry, I found out there was plenty of money lying idle in the bank, belonging to the shareholders.

I have taken up the following position. When the projectors of a creamery will not accept the advice tendered either regarding building or machinery, I decline to allow my name to be used, and dissociate myself from them; if they are really not in a position to erect a suitable place and equip it thoroughly I consider it better for them to wait till they are able to do so than to run the risk of perhaps doing harm and injuring the movement elsewhere.

Plans.

The plans I drew up appear to give the greatest satisfaction where adopted. The drawing of these tracings occupied a good deal of my time, and the lithographs I had made having run out, I suggested to the Irish Agricultural Organisation Society that they get the plans worked out by an architect, and then reproduce the drawings by one of the various processes used in drawing offices. This will enable them to print off copies as they are required, and to immediately embody any improvement without having a stock of lithographs left on their hands. It is also very much cheaper than lithography.

They have adopted my suggestion in this matter, and the plans supplied them. The older societies are continuing to re-arrange their buildings and add to them. Several of the more recent societies have had to do likewise, expending far more money between the cost of their original buildings and alterations, than a suitable building would have cost them at the start.

In several instances well-equipped auxiliaries are sending cream to a central dairy badly equipped, and where it cannot be worked up in the most economical fashion into butter of the highest quality.

I have constantly pointed out to central dairies that they should insist on the auxiliary being equipped in such a manner that the cream is sent to the central in the best condition; on the other hand I have advised auxiliaries to press on central dairies the advisability of doing all that they ought to do—all that was necessary to complete the manufacture satisfactorily.

In most cases the water supply and sewage questions are attended to satisfactorily. One very bad case has cropped up during the year, where a society, contrary to advice, took premises within a few feet of the open village sewer, and proceeded to sink a well within a few yards of this sewer. The soil, being of a gravelly nature, permitted the sewage to percolate into the well. This water was, and is pumped into the main water tank even now, though it has been condemned by the analyst as being unfit for household or creamery use; in fact, it was a good liquid sewage. Such cases are, I am glad to say, extremely rare.

There is a tendency to provide insufficient ventilation. The ventilators I recommend are large and, therefore, costly. They are too often cut down in number or size.

Cleanliness remains in much the same position as at end of last year, and depends, to a great extent, on the previous training of the manager. I find that those men who have been through either of the dairy schools pay far more attention to the point than those who have received their so-called training in one or two of the creameries undertaking to train up managers.

There is a slight improvement in the condition of the milk delivered. This has been brought about by the adoption of "Pasteurising." In almost every creamery where Pasteurisation was adopted, for some time the machines could not be utilised on account of the milk arriving so dirty and stale that it cracked or curdled on being raised to the high temperature necessary, entailing great delay and inconvenience to the suppliers. Sufficient facilities are not provided for suppliers to give their cans at least one thorough cleaning and scalding during the day. It is practically impossible, at the present stage of the movement, to induce committees to insist on milk coming in every day; the result during the winter months is that a great deal of second rate butter is produced.

There has been a steady improvement in this respect, the tendency being to accept the Instructor's advice. In a few cases the machinery firms have tendered, not only on the specification sent them, but also on a cheaper one of their own, and induced the societies to adopt the lower tender by declaring it was as good as the one made out by the Instructor. The lessons taught by cases of this sort have been taken to heart by most of the other societies. A difficulty that cropped up was, that, in specifying boilers, the sizes and marks usually adopted by the well-known standard makers were adopted; in several cases boilers by other makers called by the same name or

Appendix.
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(10.)

Itinerant
Dairy
Instruc-
tion.

Duties of
Central to
Auxiliaries,
and vice
versa.

Water
supply,
drainage,
and
ventilation.

Cleanliness.

Milk.

Machinery

Appendix. mark were substituted, and have proved too small. As an instance, a
 Section IV. twelve horse-power nominal by one of the substituted makers is only
 (10.) equal to an eight horse-power nominal by the standard makers.
 Itinerant I have thus adopted "the quantity of water evaporated per
 Dairy hour, with ordinary draught and fuel" as my basis, and specify the
 Instruc- following sizes:—

For full creamery, with two separators, a boiler capable of evaporating 2,000–2,500 lbs. of water per hour, from a feed-water temperature of 60° to steam at 120 lbs. pressure.

For double separator auxiliary, a boiler capable of evaporating 1,800–1,900 lbs. of water.

For single separator auxiliary, a boiler capable of evaporating 1,100–1,200 lbs. of water.

These sizes will allow of steam for scalding suppliers' cans, and the boiler does not need to be forced.

The introduction of "feed-water heaters" or economisers, will reduce the coal bill and prevent local straining of boilers.

The types of boiler recommended are:—For a large central dairy—Water-tube, such as a Babcock and Wilcox, and Hornsby; Locomotive pattern by one of the standard makers, or Cornish with economiser.

For auxiliaries—Locomotive pattern, or, if room is an object, then such vertical types as Cochran's, Davy Poxman's Essex, Ransome's Norton, or Marshall or Spencer's Hopwood's patent.

In the few cases of creameries fitted up without a specification I found that the machinery was not in proportion, *e.g.*, water-pump not large enough to supply the water needed by the cooler put in.

Separation. There is still room for improvement in this branch of dairy work. Recently I tested a considerable number of samples of separated milk as delivered to a condensing factory, and found the fat to range from .25 to .7 per cent. Under ordinary conditions of working not more than .1 per cent. should be left behind. If a loss of .05 per cent. (5-100ths of 1 per cent.) be admitted—and I consider this under the mark—then, on the milk supplied to the Co-operative Creameries for the year 1898, there was £5,500 lost, *i.e.*, through bad separation, butter to this value was sent back in the separated milk.

The chief causes for this loss are:—

- (a.) Separating at too low a temperature.
- (b.) Cream taken off too thick.
- (c.) Stale milk.

I advise all the societies to put in a heater for new milk capable of raising the milk from the winter temperature of 50° to 170° F., for either one or two separators, as the case may be. The greatest loss occurs in the winter months.

Cream ripening.

By the end of this year I anticipate that all the old Schwartz cans will have been removed, and the more economical vats adopted. There is not much improvement in the actual care and attention paid to cream ripening; it is still left very much to chance. In a great many instances the cream is ripened either in the separating or churning room. Neither of these rooms offers the conditions necessary for a good cream ripening room. A good cream room should be dry, well ventilated, and well lighted; these conditions can only be met by having a separate room for the cream.

Comparatively few use starters, or, if they do, take enough care in their preparation. Only two of the creameries in this district have

gone to the expense and trouble of obtaining the necessary cans and vat for their preparation.

The necessity for cooling cream before churning is inducing the creameries to buy more ice; but enough is not bought yet; many of the creamery committees look on the ice-bill as so much money thrown away, because the return is not visible to them.

The erection of an ice plant or machine for cooling cream by direct expansion, and also cold store is under the consideration of several places, and I hope to see a few plants put in. There is a slight difficulty in using direct expansion coils in our creameries similar to plan of some Danish ones. I have communicated with several of the ice plant manufacturers, and hope to see the difficulty shortly solved. It is far more economical to cool by direct expansion than to first cool brine or use ice to cool the cream. A great many of the dairy-maids churn the cream without considering whether it is ripe or not.

This is better managed than in the past; but I frequently find dairy-maids who, in order to get the work over, do not give the butter any time to stand for salt to dissolve; or, in hot weather, to let it get set before the final working.

Preservatives are very little used, and appear to be going out of use.

The best butter, *i.e.*, that butter bringing the highest price, appears to be very mild flavoured, almost saltless, that will keep well, of good waxy texture, uniform in quality, and with no preservative.

There is practically an unlimited demand for an article of this kind, especially in pound rolls.

The most successful and reliable way of turning out an article of this kind appears to be by the adoption of pasteurisation and subsequent use of a good starter.

Owing to the briskness of the engineering trade the cost of creamery machinery has risen a good deal during the year.

Although a great many creameries state they are "pasteurising," this is not the case. The meaning of the word, the temperatures necessary, &c., do not appear to be thoroughly understood.

I found in several cases where societies claimed to be pasteurising, that:—

1. Their boilers had not sufficient steaming capacity.
2. Heaters were not large enough.
3. Temperatures reached were totally insufficient.

I had to inform several committees of the fact that their so-called pasteurisation was not pasteurisation, much to their surprise.

Where adequate plant for the scalding and cooling of the separated milk has been put in, it has given the utmost satisfaction, and the practice is undoubtedly spreading.

One startling point, brought out by the adoption of scalding or pasteurising plant, is the filthy nature of some of the milk coming to our creameries; it repeatedly cracked on heating, and for some time the plants could not be utilised.

Its adoption has tended to make the managers examine more closely the quality, from the bacterial point of view, of the milk coming in. Milk is thus brought in a much better condition. A few places are now separating the milk at the scalding temperature, 195° F., and are amongst those obtaining the highest prices for their butter. After a lengthened experience of the practice of using one

Appendix.
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(10)
Itinerant
Dairy
Instruction,
Churning.

Working
and
salting

Cost of
plant.
Pasteurisation.

Appendix. heater and then the three, I am still of opinion that it is better to
Section IV. put in the three heaters:—

(10.)

*Itinerant
Dairy
Instru-
tion.*

1. To heat milk up to separation temperature from 50° F.
2. To heat cream up to as high a pasteurising temperature as their cooling facilities will allow.
3. To heat the separated milk up to 195° F.

*Cheese-
making.*

I have had several enquiries concerning the erection of cheese-making plants, during the year, but, so far, no creamery has taken it up. I anticipate that it will be tried by some of the Co-operative Creameries during the year, and also by a Scottish proprietary company.

*Testing
and pay-
ment for
milk.*

Practically the payment of milk per pound of butter-fat has become general, and is giving the greatest satisfaction. The great want is that of a table giving the yield in pounds of butter-fat from various quantities of milk with varying per cents. of fat in it. I have drawn up a table which, I hope, will soon be printed.

As a result of payment per pound of butter-fat, the introduction of weighing machines for new milk is becoming general.

The testing of new milk and buttermilk is generally carried out correctly; but that of separated milk and cream is very often inaccurate. The separated milk tests are not whirled enough, and thus the fat does not rise, leaving the manager under a false impression; the cream tests are inaccurate solely to want of care in measuring out the cream.

*Sale of
Pasteurised
Whole
Milk.
Separated
Milk.
Sterilized
Milk, in
Bottles or
Bulk,
Cream, and
Cream
Cheeses.
Books and
general
business
manage-
ment.*

Practically no attempt has been made to develop these profitable branches of the dairy industry. While there is a strong demand for good milk in the cities, the Co-operative Societies have not made any attempt to cater for it, with the result that private firms are now about to take it up.

The cream trade is practically all in the hands of private firms, and the largest cream merchants in London are obtaining a great part of their supply from the South of Ireland.

As a rule the books of the Co-operative Societies are badly and carelessly kept. Accounts are not posted, and, frequently, books left untouched for months.

Produce books have been introduced, but are too frequently left on one side.

Very few places attempt to keep a Dr. and Cr. or Stock Book for butter, and thus reconciling the quantities of butter made with that sold. One manager informed me that he gave up keeping the book because he could not make the two sides agree. Offices are kept in a very untidy condition, correspondence not filed. The general body of the managers do not seem to understand that promptness in answering communications either by letter or wire is necessary. Orders for butter are not executed, and customer not notified of the fact, thus driving him to some other creamery where he will get better treatment. Complaints of this kind are numerous and frequent.

The one great need is the want of first-class managers, men with a good technical and business training.

*The needs
of the
Industry.*

The causes of this scarcity of good men appear to me to be:—

1. The miserable salaries offered do not tempt a good class of men.
2. The readiness with which committees will entrust the management of their local industries to some relation or friend of a committee-man, without regard to his qualifications for the

post. This type of manager is willing to give his services for a very small sum, and frequently costs the company two and three times the salary of a good man by his bad management. The idea prevailing seems to be that any man can manage a creamery.

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3. Want of facilities for technical instruction. Owing to there being but the two sessions during the year for creamery managers, a great many men are compelled to go to so-called training creameries, the managers of which may, and, in a great many cases, do not know their business thoroughly. These pupils pay fees, and are simply allowed to work as they like, and, at the end of a period varying from three weeks to six months, the pupils are given certificates of competency, when, in all probability they have no real knowledge of the work. The Creamery Managers' Association have protested to the I.A.O.S. against this state of things.

There is an earnest desire for further instruction amongst the managers, and I was desired by them to draw up a syllabus of subjects to be studied, with a view of an examination being held, in order to classify and improve them. In addition to the syllabus I drew up a list of books suitable for their use. After some experience of teaching and training the managers I consider that a training such as I recommended to the Committee of the I.A.O.S. is necessary to turn out a good manager.

This training was as follows:—

1. A preliminary training in a creamery for one whole season. This can be obtained at or near the candidate's home. The candidate should then pass an examination in literary subjects, and, in addition, a report be made by the Dairy Instructor as to the likelihood of his making a good manager. This report will help very much in the selection of suitable men, and prevent places being occupied at the training school by those who are unfitted for the post, to the exclusion of good men. This has actually happened with the present schools.

2. A period varying from four to six months, according to work taken up, should then be spent at a thoroughly well-equipped dairy school, where the supply of milk would be about 1,000 gallons a day all the year round.

At this school all branches of dairying should be taught and demonstrated, whole milk trade, cheese-making, and butter-making.

There would be no difficulty in equipping the school with machinery, as most manufacturers would gladly supply machines at a rent or free.

Space for the different types should be provided, so that all can be utilised in turn.

Care of boiler, engine, ice-plant, and elementary fitting should be included.

This school should also undertake investigations connected with dairying, and likely to be of benefit to the industry.

Managers should be able to come up and see types of machines at work, and then select what they want themselves.

3. After this course the embryo manager should go to a selected creamery for a finishing course of six months. At this he should be put in charge of each part of the work in turn.

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Instruc-
tion.

These creameries should be selected on account of their equipment and general good management. The manager to be approved of by the authorities. Two or three creameries in each province, selected each year, according to the way they have worked the previous year, should be able to train up as many men as would be required.

The present sessions of six weeks are too short, and, unless a pupil has been already in a creamery, of very little use to him. The present method of selection of candidates is not satisfactory.

Besides supplying plans to the I.A.O.S., and giving advice on various technical points, chiefly through the medium of their paper, and some of which they have reprinted, I have written a paper on pasteurisation. I recommended them, as it was impossible for me to remain at any one creamery long enough to see that the advice and suggestions made were properly carried out, to send their inspector to superintend the carrying out of these recommendations by remaining there for a week or month. This was done with very successful results, proving that the suggestions made by the Instructors, when carried out in a proper manner, had most beneficial results.

Investigation
work.

In conjunction with the analysts of the county of Lancashire and city of Liverpool, I am carrying out an investigation as to the variation of the quantities of volatile acids in butter. This is the third year of the experiment, and some very remarkable figures have come out.

The demands for visits, advice by letter, for plans and specifications, &c., have grown so much that it is practically an impossibility for me to give to each and all the attention and consideration they require.

I am, Gentlemen,

Your obedient servant,

A. POOLE WILSON.

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(11). Report by Mr. LOFMARK, Dairy Instructor.

To the Secretaries of National Education.

Dublin, January, 1900.

GENTLEMEN,—I herewith submit my annual report of work done as your Instructor during the year 1899.

Average
produce.

During this period I visited 148 creameries; one of them five times, two four times, thirteen three times, forty-two twice, and 134 once each. I also visited the Wholesale Co-operative Societies and the Irish Agency Society's Offices, Albert Model Farm School, and Cork Dairy Show, in addition to spending several days drawing up plans for creamery buildings, and making specifications of machinery for these, as well as alterations of old creameries.

The average produce during the year was higher than the year 1898, especially in those creameries that churned at a low temperature, and the use of ice is now fairly universal, the result being better produce and firmer butter. The cost of ice, and the exorbitant freight

of same has nearly prohibited its use in many cases; but a better mode of sending it will surely increase its use next season. Several importers and ice manufacturers are now sending the ice in practically air-tight barrels. This prevents the great loss of melting during transit. However, ice, if properly used, costs a creamery a good deal, so during the summer I tried to cool ripened cream by circular refrigerators or coolers, using ordinary well water; but, owing to the clotted consistence of the cream when ripened, I found it impossible to draw the cream direct from the cream-ripening vats over the cooler; but a good result could be obtained by the use of a small rotary pump breaking up the cream before distributing over cooler. I hope, therefore, to lessen, if not altogether dispense with, the use of ice in many creameries, and still get the cream churned at a low temperature.

The ripening of the cream is still carried out in an indifferent manner, and the use of artificial ripening is only properly carried out in a couple of large central creameries, receiving the cream from several auxiliary separating stations. I have explained to the creamery managers the latest system of preparing starters; but the practical use of them can only be carried out in those creameries now supplied with cream-ripening vats and apparatus for pasteurising the cream.

The pasteurisation of skim milk is only carried out in a few creameries in my district, and the customers are divided in their opinion as to its value.

In several creameries I find milk received, not in fit condition for separator—tainted and sour—and I constantly warn the managers that no separator, no matter what construction, can separate the fat from sour milk, and a great loss in skimming may occur in one day from a few gallons of milk received in a bad condition.

The system of only working every second day during winter months is bad enough, but I have found instances of creameries only working twice a week. This should not be allowed, as the butter from milk four days old should not be sold as creamery butter.

In regard to the *care* of machinery used in creameries, I find little or no improvement, as the men in charge of the engines, boilers, and separators have not the slightest mechanical knowledge; and in several places machines are found that are most dangerous to work—boilers split and leaking, and separators with bearings perfectly loose. I constantly explain the danger to the assistants, and, perhaps, in self-preservation, some improvement may be found in the future.

During the year I also gave my attention to the great loss of heat now commonly taking place in creameries, by letting the exhaust steam from the engine pass useless into the chimney, instead of using it for heating purposes. Several creameries will now, during winter months, either put in feed-water heaters, or use the exhaust steam for milk-heaters, &c., and I hope a saving of about one-fourth of the coal consumption will thereby take place.

The composite system of taking samples for milk testing, and paying according to quality, is now fairly common, but the payment per pound butter-fat instead of per gallon will, I hope, be prominent in future.

I am, Gentlemen,

Your most obedient servant,

CHARLES LOFMARK,

The Secretaries, Office of National Education,
Dublin.

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Pasteurisa-
tion.

Condition
of milk.

System of
Winter
work.

Care of
Machinery.

Loss in
coal con-
sumption.

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(12.) CIRCULAR as to POTATO-BLIGHT

(Issued in May, 1898.)

INFORMATION about the Potato-Blight for Farmers, National Teachers, &c.

"Blight" is a disease which causes the potato plant to droop and die, and then to shrivel up and rot. It is an extremely "taking" or infectious disease, and one infected plant on field will quickly give the disease to all or most of the plants on fields in the neighbourhood. The cause of the disease is a tiny colourless vegetable, too small to be seen well with the unassisted eye, and belonging to the class of plants called Fungi, of which the common mushroom is an example. The common blue mould or mildew that comes on old hoots, carpets, preserves, &c., is also a Fungus and rather resembles the one that causes potato-disease. One difference is that whereas the blue mould only comes on *dead* and rotting things such as I have mentioned, the Fungus of potato-disease comes on *living* potato-plants, destroys their life, and causes them to rot.

The part of the potato-plant first attacked is the green part which is above ground, namely, the stem and leaves, and the first sign of the disease is the greyish-brown spots or blotches that appear on that part. If one of these spots is carefully looked at with a keen eye, it will be found coated over with a very delicate whitish scum or "bloom," best seen on the under side of an affected leaf. This "bloom" consists of the fruiting stalks of the Fungus, growing out through the skin of the leaf and bearing their little seeds. These disease-seeds are not unlike a gooseberry in shape but very small, so that it would take nearly a thousand of them end to end to cover the length of one inch. Hundreds of little fruit stalks and thousands of little seeds are produced by one brown spot on a potato leaf. Matters would be quite bad enough if each of these fungus-seeds produced but one new fungus plant. If, however, the seed falls, or is carried by the wind into a drop of rain or dew, it can form eight or more still smaller seeds within itself, and then issue forth each provided with two tiny whip-like hairs which enable it to swim about awhile and seek for a place to settle down in. If it finds a suitable spot (namely, any part of a potato-plant), it settles down and sends forth a little bud which grows into the potato-plant and quickly brings out a brown disease-spot. When the potato-plant gets covered with these disease-spots, it dies, and then of course cannot produce potatoes at its roots.

In conclusion the following points should be thought over and remembered:—

1. If a plant that is badly attacked by the disease has potatoes under it, these not only grow bigger but are very likely to rot if not quickly dug.

2. If potatoes are exposed at the sides of the drills, owing to too thin a covering of earth, the little fungus-seeds above mentioned may drop down on to them from off the leaves, and, taking root on them may produce soft pulpy disease patches which ruin the potato and make it unfit for human food.

3. In moist warm weather the disease spreads most rapidly, because moisture is necessary for the fungus-seeds to sprout, and warmth makes them sprout much quicker.

4. If diseased potatoes are stored with healthy ones in the same pit, the rottenness spreads to the good ones and destroys them.

5. If diseased potatoes are used as seed, they will be found in many cases to rot in the soil and give no plant.

6. If the tops of diseased potatoes are left on the field, or dug into the ground, or used as manure on potato-fields, or for covering potato-pits, the propagation of the disease is favoured.

7. *Spraying is a preventive measure, not a cure.*

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E. J. M'WEESEY, M.A., M.D.,

Lecturer, Albert Farm,

Glasnevin, Dublin.

INSTRUCTIONS FOR SPRAYING.

A mixture of pure Copper Sulphate (Bluestone) and pure unslaked lime and soft water when properly applied will in large measure prevent loss from the potato blight.

The experience gained by dressing potatoes with this mixture on the Model Farms of the Commissioners of National Education, and also upon the farms of Agricultural National Schools, has established the efficiency of the dressing as a preventive of potato blight.

Care must be taken to procure the Copper Sulphate pure. It is frequently adulterated with iron sulphate which, if used, would injure the potato crop.

A guarantee of the purity of Copper Sulphate should be had from the person who sells it.

Great care should be exercised in mixing the materials used in making the mixture for spraying the potatoes, as otherwise failure to prevent the blight may result.

The mixture may be applied to the crop in the case of large areas by a spraying machine drawn by a horse, or by the knapsack spraying machine which is carried on the man's back in the case of small areas. In the latter case the man works a handle which delivers the mixture in a fine spray. The mixture settles on the potato leaves, and the germs of the disease, which are floating about in the air, are killed by the Copper Sulphate when they come in contact with the leaves coated with the mixture. If the Copper Sulphate had not been applied, the germs would settle upon the leaf, and growing there would kill it, and also produce other germs. These germs passing through the soil would cause disease in the potato tubers. If the disease germs are kept from the leaves it may be concluded that there will be no disease in the tubers.

The mixture that is used in France is called "*bouillie*"; it is made of:—

5 lbs. Copper Sulphate.

5 „ good quick lime (not slaked when weighed).

22 gallons of water.

To prepare this mixture;—

Take to the potato field a barrel or wooden tub that will hold 22 gallons; set it in a place convenient for use. Put into the tub 15 gallons of water. In this water put 5 lbs. of finely ground Copper Sulphate and dissolve it thoroughly.

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If the Copper Sulphate is not finely ground, the 5 lbs. may be put into a coarse cloth, such as a straining cloth or thin sacking. The cloth should be tied up and hung on a stick placed across the top of the tub or barrel. The Copper Sulphate should be covered by the water; it will dissolve slowly. The mixture of Copper Sulphate may be stirred with a piece of wood, but not with a metal implement. The introduction of metal would weaken the mixture. Put the 5 lbs. of unslaked lime into a vessel and pour on it a small quantity of water sufficient to slake it; allow it to become a fine powder. Then put it slowly into a vessel that will hold seven gallons of water; keep the water and lime mixture well stirred. Pour the water and lime mixture slowly through a strainer into the tub which holds the Copper Sulphate and water, stirring the mixture of lime, Copper Sulphate, and water as it is being made. Do not allow any of the unslaked lime or small stones that may be in the lime to go into the Copper Sulphate tub.

To apply the mixture to the Crop:—

The 22-gallon tub now contains a bright blue fluid which is the "*bouillie*."

If entire success is to be obtained, spraying the crop with the mixture must be done before the disease appears.

If the weather—towards the end of June—be dark, foggy, warm, and rainy, potato blight may be expected.

If this condition of weather exists, the spraying should be commenced on a day when it is not raining.

The mixture, as prepared, may be put into the Knapsack Sprayer, and be carried upon the back of a man.

The spray of the mixture must be applied to the potato leaves by working the handle of the machine in such a way that all the leaves are covered with a fine coating of the mixture.

When the machine is being used there should be a thick mist of spray floating about like a fog amongst the leaves.

A boy should have a can full of mixture ready to re-fill the machine as soon as it is empty, so that the man who carries the machine may not have to walk back to the tub.

The mixture in the tub should be well stirred with a stick before a fresh supply is taken from it, as it is the mixture, as a whole, that is useful.

The directions sent with each machine as to working it should be very carefully attended to.

If rain should fall within twenty-four hours after the spraying, especially if it has been done in damp weather, the spraying should be done over the crop again.

If the weather—at the end of June and up to the middle of July—be hot, dry, and quite settled, there will not be the necessity for spraying until there is a change to damp "close" weather.

It will be advisable to give a second spraying to the crop within twenty days.

About 150 gallons of the mixture will be sufficient to spray an English acre for each time the spraying is done—this will be about 245 gallons for the Irish acre.

Upon all farms where potatoes are grown a supply of the Copper Sulphate and lime should be kept, although it may not be required for immediate use. The Copper Sulphate will keep good during any length of time.

The cost of materials for spraying will, of course, vary from time to time according to the price of Copper Sulphate.

It has been found that the total cost of the mixture is about 5s. per statute acre.

The cost of the Copper Sulphate should not be more than 3d. per lb. for pure material; the cost of lime is very small.

The Knapsack Spraying Machines are at present sold at about 35s. each.

Experiments have shown that vegetables, sprayed as above described, may be eaten by farm animals without risk to life.

THOMAS CARROLL,

Superintendent of the Agricultural Department
of National Education.

NOTE.—The Commissioners of National Education request that this Circular be exhibited in a prominent position in the schoolroom, and that the teacher shall make the subject matter of it known as widely as possible in the neighbourhood of the school.

EXPERIMENTS AT THE ALBERT FARM, GLASNEVIN.

Experiment I.—(a) On the use of artificial foods in sheep feeding; (b.) on the effects of feeding artificial foods in improving pasture.

" II.—On the use of artificial manures in manuring permanent grass. These experiments have been carried on during the past twenty years, the same manures having been applied each year during this period.

" III.—On the growth of barley manured with artificial manures.

" IV.—On the effect of spraying potatoes as a preventive of disease; different spraying materials used.

EXPERIMENT I. (a) SHEEP FEEDING.

Weighed and penned sheep, 5th January, 1899, five sheep in each pen.

No. of Plot.	Artificial Food.	Weight at Commencement.	Weight at Termination.	Increase.
		C. Q. LBS.	C. Q. LBS.	C. Q. LBS.
1	Linseed Cake, 5 lbs. per day.	6 0 7	8 0 1	1 3 22
2	Cotton Cake, 7 lbs. per day.	6 1 0	7 0 14	0 3 14
3	Indian Corn, 8 lbs. per day.	6 1 14	7 3 0	0 1 14
4	NIL.	6 3 0	7 2 7	0 3 7

Each lot consumed turnips and hay *ad lib.*

The four lots of sheep were removed from the pens on the 15th February, 1899.

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EXPERIMENT I. (b).

On grass growing on land upon which sheep had been folded and fed with artificial foods in addition to swedes and hay.

<p>Plot 1. Linseed Cake. Swedes 12 tons per acre, hay of 10. Produce grass, 27c. 2q. 12L.</p>	<p>Plot 2. Cotton Cake. Swedes, 12 tons per acre, hay of 10. Produce grass, 12c. 3q. 5L.</p>
<p>Plot 3. Indian Corn. Swedes, 12 tons per acre, hay of 10. Produce Grass, 25c. 2q.</p>	<p>Plot 4. Swedes, 12 tons per acre, hay of 10. only. Produce, 23c. 2q.</p>

Grass weighed 22nd June, 1899.

EXPERIMENT II.

Manures applied to Grass Plots in Experimental Ground.

No. of Plot.	Manure.	Quantity of Manure applied.		Yield of Grass per Plot.				Yield per Acre.				Remarks. Order of Merit in respect of yield.
		St.	Lbs.	Cwt.	Qrs.	Lbs.	Tons	Cwt.	Qrs.	Lbs.		
1	Sulphate of Soda.	1	11	1	2	9	2	10	2	8	15th	
2	Peruvian Guano.	—	12½	2	0	5	3	5	1	20	12th	
3	No manure.	—	—	2	1	16	3	17	0	16	3th	
4	Mineral Super-phosphate.	2	10	1	3	9	2	18	2	8	14th	
5	Common Salt.	10	—	1	0	9	1	14	2	8	16th	
6	Kainit.	—	17½	3	0	11	4	19	0	16	2nd	
	Sulphate of Ammonia.	—	20									
	Mineral Super-phosphate.	—	90									
7	Farm yard manure.	62	7	3	3	6	6	1	2	24	1st	
8	Kainit.	3	10½	2	0	5	3	5	0	16	13th	
9	Sulphate of Lime.	9	—	2	1	0	3	12	0	0	10th	
10	No manure.	—	—	2	1	2	3	12	2	6	9th	
11	Nitrate of Soda.	—	12	2	1	25	3	19	0	16	7th	
12	Sulphate of Ammonia.	—	8½	2	2	14	4	4	0	0	6th	
13	Quick Lime.	4	—	2	0	20	3	11	1	20	11th	
14	Kainit.	1	12½	2	3	14	4	12	0	0	5th	
	Mineral Super-phosphate.	1	6½									
	Nitrate of Soda.	—	6									
15	Mineral Super-phosphate.	1	6½	3	0	2	4	16	2	8	3rd	
16	Sulphate of Ammonia.	—	4½	2	3	16	4	12	2	8	4th	
	Mineral Super-phosphate.	1	0½									

EXPERIMENT III.

YIELD.

On the growth of Barley Manured with artificial Manures.

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No.	A	B	No.	A	B
1	Sulphate of Ammonia. 2 Cwt. per acre.		1	Straw, . . . 5 0 15 Grain, 1st quality, 2 3 7 Do., 2nd, . . . 0 0 10½	Straw, . . . 4 3 18 Grain, 1st, . . . 2 3 21 Do., 2nd, . . . 0 0 10½
2	Nitrate of Soda. 1½ Cwt. per acre.		2	Straw, . . . 4 3 1 Grain, 1st, . . . 2 3 7 Do., 2nd, . . . 0 0 10½	Straw, . . . 5 1 7 Grain, 1st, . . . 3 1 14 Do., 0 0 10½
3	Superphosphate. 4 Cwt. per acre.		3	Straw, 1st, . . . 4 2 7 Grain, 1st, . . . 2 2 7 Do., 2nd, . . . 0 0 10½	Straw, . . . 5 1 9 Grain, 2 3 7 Do., 2nd, . . . 0 0 10½
4	No Manure.		4	Straw, . . . 3 3 27 Grain, 1st, . . . 2 2 21 Do., 2nd, . . . 0 0 10½	Straw, . . . 5 1 24 Grain, 1st, . . . 2 3 21 Do., 2nd, . . . 0 0 6
5	Common Salt. 3 Cwt. per acre.		5	Straw, . . . 4 2 5 Grain, 1st, . . . 2 2 21 Do., 2nd, . . . 0 0 24	Straw, . . . 4 0 25 Grain, 1st, . . . 2 3 14 Do., 2nd, . . . 0 0 7

The Plots measured lengthways and represented by A and B were sown with different kinds of Seed:—A—Montana; B—Chevalier.

Manure applied as a top-dressing and rolled in 22. 3. 1899.

TOTAL PRODUCE GRAIN AND STRAW.

	O. Q. L.		O. Q. L.
Plot 1 A,	8 0 4½	Plot 1 B,	7 3 21½
" 2 A,	7 2 18½	" 2 B,	8 3 24
" 3 A,	7 0 24½	" 3 B,	8 0 29½
" 4 A,	6 3 2½	" 4 B,	8 1 23
" 5 A,	7 1 1½	" 5 B,	7 0 15
Montana,	36 3 23½	Chevalier,	40 2 34

Plots A and B measured $\frac{1}{2}$ an Acre each.

Plots 1 A, &c. $\frac{1}{10}$ of an Acre.

Total produce of $\frac{1}{2}$ Acre Montana Barley—Grain, 13 3 24½

Total produce of $\frac{1}{2}$ Acre Chevalier Barley—Grain, 15 1 9½

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EXPERIMENT IV.—Yield of Potatoes Sprayed with different Spraying Solutions as compared with Potatoes not Sprayed.—
5th July, 1899.

VARIETY.	BOTHILL BORDELAISE MIXTURE. OWN MIXTURE. Yield of Crop per Acre.				"HARRINGTON'S MIXTURE." Yield of Crop per Acre.				"STRAWBERRY." Yield of Crop per Acre.				NO DRESSING. Yield of Crop per Acre.			
	Marketable.	Small.	Dis- eased.	Total Yield.	Marketable.	Small.	Dis- eased.	Total Yield.	Marketable.	Small.	Dis- eased.	Total Yield.	Marketable.	Small.	Dis- eased.	Total Yield.
Dufferin, . . .	T. C. Q. L. 10 12 0 16	T. C. Q. L. 1 53 20	C. Q. L. —	T. C. Q. L. 11 18 0 832	T. C. Q. L. 4 12 0 120	T. C. Q. L. 0 13 3 12	C. Q. L. —	T. C. Q. L. 12 19 1 412	T. C. Q. L. 0 15 2 6	T. C. Q. L. 1 0 30	C. Q. L. 1 0 30	T. C. Q. L. 12 13 0 18	T. C. Q. L. 9 10 3 28	T. C. Q. L. 0 16 0 18	C. Q. L. 3 1 212	T. C. Q. L. 9 15 0 15
Sutton's Flower- ball.	9 18 0 0	0 11 3 4	—	10 9 3 400	0 1 12	1 53 20	2 1 12 11	8 2 10 11	6 1 4	1 53 20	—	12 12 0 24	9 10 3 20	0 11 3 4	—	10 2 3 24
Sutton's Windsor.	6 9 2 16	0 9 1 20	2 1 12	7 1 1 20	4 11 1 20	0 4 2 20	7 0 8 3 30	5 3 2 6	0 9 1 20	7 0 8	6 12 0 0	3 17 3 4	0 9 1 20	33 0 0	6 0 0 24	6 0 0 24
Second Cream- pots.	7 15 2 8	1 13 0 0	2 1 12	9 10 3 20	7 6 0 16	1 1 0 20	9 1 20	8 10 3 6	8 5 0 0	1 17 2 24	—	10 2 2 24	7 15 2 8	1 53 20	—	9 1 2 0
Beauty of Bath.	30 12 0 16	0 18 3 12	4 2 24	11 15 2 24	6 15 2 24	2 4 3 4	7 0 8 9 8 2	7 44 1 16	2 10 2 8	1 0 5	10 12 0 1	6 14 1 12	1 8 1 4	4 2 24	8 7 1 12	8 7 1 12
Average Total Yield.	9 12 0	0 19 2 6	1 2 15 70	30 20	8 3 0 2	1 8 0 11	5 0 21	9 11 1 6	9 0 1 8	1 9 0 35	1 3 12 10	11 1 12	7 9 3 16	0 12 4 7	3 0 0	8 16 0 21
Percentage of Disease.	—	—	95	—	—	—	271	—	—	—	28	—	—	—	854	—

RETURN showing result of an experiment with Manures on Potato Crop—Variety up to date grown on 27' drills each lot $\frac{1}{16}$ Acre.

Appendix.

Section IV.
(1899)Experiment
made at
Kesh, Co. Lond.

	Farmyard Manure	Superphosphate	Kainit.	Nitrate of Soda.	Sulphate of Ammonia.	Muriate of Potash.	Yield of Acre. Duplicate Lots.				Average.			
							T.	Q.	G.	L.	T.	Q.	G.	L.
1 No Manure.	—	—	—	—	—	—	2	2	0	18	2	14	0	9
20	4	4	—	—	—	—	3	6	0	0	—	—	—	—
20	4	4	—	—	—	—	12	0	3	8	12	6	1	12
20	4	4	—	—	—	—	12	11	3	16	—	—	—	—
20	4	4	—	—	—	—	11	15	1	3	41	14	0	19
20	—	—	—	—	—	—	11	13	0	7	—	—	—	—
20	—	—	—	—	—	—	17	5	0	19	—	—	—	—
20	—	—	—	—	—	—	10	3	1	9	10	4	1	0
20	4	—	—	—	—	—	10	14	2	10	—	—	—	—
20	4	—	—	—	—	—	10	6	4	16	10	10	1	27
20	4	4	—	—	—	—	12	8	3	22	—	—	—	—
21	4	4	—	—	—	—	12	3	3	24	12	6	1	23
20	4	—	—	—	—	—	11	0	2	21	—	—	—	—
20	4	—	—	—	—	—	10	13	0	5	10	15	3	13
20	4	4	—	—	—	—	13	1	—	—	—	—	—	—
20	4	4	—	—	—	—	11	12	—	—	11	16	2	0
20	4	4	—	—	—	—	12	6	0	19	—	—	—	—
20	4	4	—	—	—	—	11	13	0	0	11	19	2	9

As in the three previous seasons, several varieties of Barley were grown in 1899. The Grain in all cases was of good malting quality, the Imported Standwell being the best. The weight varied as shown in the following table:—

	Corn per Acre.						TOTAL.		
	Large.			Small.					
	Owt.	Qrs.	Lbs.	Owt.	Qrs.	Lbs.	Owt.	Qrs.	Lbs.
Montana.	13	1	4	1	2	3	19	3	7
Standwell (Home Grown Seed).	24	1	6	0	3	18	27	0	24
Golden Melon.	23	3	12	1	2	5	25	1	17
Standwell Imported.	24	2	16	1	1	21	24	0	9
Carters Prize Favorite.	19	2	5	0	3	6	20	1	10
Ballies Pedigree.	15	3	24	2	0	26	18	0	22
Standwell.	19	1	7	0	3	7	20	0	14

EXPERIMENT IN TOP-DRESSING.

Second Year's Grass in Five Course Rotation.

Manure per Acre.	Weight of Hay per Acre.		
	Owt.	Qrs.	Lbs.
No Manure.	40	2	12
1½ cwt. Nitrate of Soda.	58	0	22
1½ " Sulphate of Ammonia.	67	3	0

Appendix.
Section IV.
(14.)
Syllabus of
Lectures.

(14).—SYLLABUS OF ANNUAL LECTURES.

I.—SYLLABUS of LECTURES on AGRICULTURAL CHEMISTRY and GEOLOGY.

SIR CHARLES CAMERON, M.D., &c.

LECTURE I.—Definition of chemistry. Matter indestructible. Conversion of the forces of nature into each other. The elements of matter.

LECTURE II.—Atoms. Atomic laws. Relation between specific heats and atomic weights. Quantivalence. Molecules.

LECTURE III.—Chemical nomenclature and notation. Chemical formulæ.

LECTURE IV.—Acids, bases, and salts. Allotropy. Isomerism. The periodic law.

LECTURE V.—The physical properties of gases. The laws of Boyle, Gay-Lussac, and Avogadro. Vortex theory. Diffusion. Occlusion.

LECTURE VI.—Oxygen: its properties and preparation. Respiration.

LECTURE VII.—Hydrogen: its properties and preparation.

LECTURE VIII.—Water. Proportion of water in different kinds of plants. Various sources of potable water. Distillation of water. Action of water on metallic oxides. Water of constitution and crystallization. Hydroxyl.

LECTURE IX.—Distillation of water. Chemical examination of water. Methods of storing and filtering water. Its action upon metals.

LECTURE X.—Nitrogen: its preparation and properties. The atmosphere. The air pump and its uses.

LECTURE XI.—The five oxides of nitrogen. Preparation and properties of nitrous oxide.

LECTURE XII.—Nitrous and nitric acids: they are formed by the agency of micro-organisms. Nitric acids the chief source of the nitrogen of vegetation. Nitrogen tetroxide.

LECTURE XIII.—Ammonia: its sources. Ammoniacal liquor from gas works. Preparation and properties of ammonia.

LECTURE XIV.—Ammonium and its compounds. The compound ammonias. Value of ammonia to plants.

LECTURE XV.—Carbon: its existence free, as the diamond and graphite. Remarkable properties of the diamond. Graphite and its uses. Amorphous carbon. Preparation of charcoal. Absorption of gases by charcoal. Uses of animal charcoal in destroying colouring matter.

LECTURE XVI.—Carbon dioxide: its occurrence free and combined. Immense quantities of it in nature. Its preparation and properties.

LECTURE XVII.—Carbon monoxide: its preparation and properties. Produced in large quantities in limekilns, furnaces, &c. Action on red-hot iron. Carbon monoxide a deadly poison.

LECTURE XVIII.—Compounds of carbon with hydrogen. Methane, ethane, ethylene, and acetylene. Coal gas. Hydrocarbons.

LECTURE XIX.—Combustion. Nature of flame. Incandescence. The Bunsen burner. Chemistry of a candle. Illuminating gas can be taken from a candle flame. Appendix,
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(14.)

LECTURE XX.—Sulphur: occurs (1) free, (2) as sulphides, (3) as sulphates. Properties of sulphur: its allotropes. Remarkable action of heat upon sulphur. Syllabus
of Lectures.

LECTURE XXI.—Sulphur dioxide: its preparation and properties. Sulphur trioxide: its action of water. Sulphuric acid, how prepared. Properties and uses of sulphuric acid. Pyrosulphuric acid. Sulphuretted hydrogen.

LECTURE XXII.—Phosphorus: never found free. Its wide distribution. Present in all fertile soils. Preparation and properties of phosphorus. Allotropic phosphorus.

LECTURE XXIII.—Phosphorus pentoxide and its compounds with water. Ortho-, pyro-, and meta-phosphoric acids.

LECTURE XXIV.—Phosphates. Mineral phosphates. Preparation and uses of "Superphosphate of lime." Phosphorous and hypophorous acids. Phosphorus trihydride.

LECTURE XXV.—Chlorine: its properties and preparation. Oxides of chlorine.

LECTURE XXVI.—Iodine: its preparation and properties. Oxides of iodine.

LECTURE XXVII.—Bromine: its preparation and properties. Compounds of hydrogen with chlorine, iodine, and bromine. Aqua regia. Fluorine: its powerful affinities. Isolable with difficulty: its properties. Fluoric acid: its action on silicates. Boron and boric acid.

LECTURE XXVIII.—Silicon. Silicon dioxide—the most abundant substance in the crust of the globe. Silicic acids. Soluble glass.

LECTURE XXIX.—Chemical changes in germination. The food of plants. Constituents of vegetables. Carbohydrates (cellulose, pentosans, starches, sugars, &c.). Proteids. Fats. Mineral matter.

LECTURE XXX.—Manures: why they are required. Farm-yard manure: how to store and apply it. Liquid manure often wasted. Forms in which nitrogen is supplied to plants. Free nitrogen taken up by micro-organisms and transferred to plants. Manures suitable for various crops.

LECTURE XXXI.—Animal chemistry. How heat and energy are maintained in animals. Different action of animals and plants on the atmosphere. Feeding of farm animals. Chemistry of milk and its products.

GEOLOGY.

LECTURE XXXII.—Figure of the Earth: its density and internal heat. Distribution of land and water. Shearing and crumpling of the Earth's surface. Formation of mountains. Constituents of rocks; silica, alumina, and calcium carbonate the most abundant. Potassium and its distribution in rocks and soils. Kainit and its uses in agriculture. Potassium salt.

LECTURE XXXIII.—Sodium and its occurrence in rocks and soils. Native deposits of sodium nitrate: use of it in agriculture. Rock salt.

LECTURE XXXIV.—Magnesium. Great variety of magnesian minerals in rocks. Dolomites. Asbestos. Stentite. Magnesium salts.

Appendix.

Section IV.
(14.)Syllabus of
Lectures.

LECTURE XXXIV.—Calcium. Immense quantities of limestones. Preparation of lime from limestones. Action of water upon quicklime. Importance of lime in agriculture.

LECTURE XXXV.—Calcium salts. Gypsum. Baryta and strontia.

LECTURE XXXVI.—Aluminium. Alumina, the basis of clay. Porcelain, fire, and brick clays.

LECTURE XXXVII.—The alums. Silicates of alumina, cryolite.

LECTURE XXXVIII.—Iron and its ores. How iron oxides in soils benefit plants. Ferric oxide the chief colouring matter of rocks and soils. Ferrous and ferric salts. Excess of ferrous salts injurious to plants. Manganese as a rock constituent.

LECTURE XXXIX.—Rock-forming minerals. Quartz. Felspar, micas, hornblende, talc, augites, pyroxenes, olivine, chlorite, pyrophyllite. Acid and basic rocks. Igneous rocks.

LECTURE XL.—Granites and granitoid rocks. Syenite. Granite formed below the surface of the earth. Soils of granite regions.

LECTURE XLI.—Eruptive rocks. Diorites and dolerites. Basalt. The Giant's Causeway. Soils from eruptive rocks. Volcanoes.

LECTURE XLII.—Stratified rocks. Forces by which rocks are eroded and broken up. Action of frost, oxygen, carbonic acid, rain, waves, &c. How rocks are formed out of debris of other rocks. Elevation of ocean beds.

LECTURE XLIII.—Various kinds of strata. Effects produced on stratified rocks by intrusion of igneous rocks. Dykes, faults. Over, and under-thrust rocks. Archæan and metamorphic rocks; the soils formed from them.

LECTURE XLIV.—Primary cycle. Cambrian, Ordovician, and Silurian systems; agricultural capabilities of these soils.

LECTURE XLV.—The Devonian system. The Old Red Sandstone. The mountain limestone.

LECTURE XLVI.—The millstone grit and the coal measures.

LECTURE XLVII.—The Mesozoic cycle. Permian systems. Magnesian limestone. Triassic rocks. The lias. Oolites, soils of the.

LECTURE XLVIII.—The Cretaceous system. The Wealden greensand chalk. Soils formed from the rocks of the Mesozoic cycle.

LECTURE XLIX.—The tertiary and quarternary cycles. Eocene, Miocene, Pliocene, and Post-Pliocene rocks. The Glacial Age. Denudation. Boulders and boulder clay.

LECTURE L.—Soils—sedentary and alluvial. Composition of soils. How plants obtain nourishment from the soil. Action of roots of plants upon the soil. Improvement of soils.

TEXT BOOKS RECOMMENDED.

Johnston's Agricultural Chemistry and Geology.—*Messrs. Blackwood and Sons, Edinburgh.*

Cameron's Agricultural Chemistry and Geology.—*Messrs. Hodges and Figgis, Dublin.*

FOR ADVANCED STUDENTS.

Gelkie's Geology.

Tilden's Chemistry.

II.—SYLLABUS OF VETERINARY LECTURES.

MR. CHARLES STEEL, F.R.C.V.S.

Appendix,
Section IV.
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Syllabus of
Lectures.

I. Introduction.—Illustrations of life being saved by prompt treatment. Instances of application of hygiene. Technical terms *mentioned* but explained; knowledge of plain terms insisted upon. Medicine, surgery, anatomy, physiology described.

II., III. General principles of breeding farm animals.

IV., V., VI., VII. Accidents connected with breeding *previous* to birth. Mechanical and other assistance at birth. Accidents *after* birth.

VIII., IX. Diseases consequent on breeding. Operations connected with breeding animals.

X. Anatomical and physiological description of digestive organs of horses.

XI. Anatomical and physiological description of digestive organs in ruminants.

XII. "Hoven" in cattle, "choking" in cattle, horses, &c.

XIII. Diseases of stomach in cattle and horses.

XIV. "Colic" in cattle and horses.

XV. "Enteritis" in horses and cattle.

XVI. Poisoning of horses and cattle.

XVII. "Diarrhoea," "super-purgation," "dysentery" in horses, cattle, &c.

XVIII. "Diarrhoea" in sheep, lambs, and calves, "constipation," "hernia."

XIX. Anatomy and physiology of liver, spleen, and pancreas.

XX. Diseases of the liver.

XXI. General anatomical and physiological demonstration of an animal.

XXII. Description of skeletons, including conformation (cranium, nasal cavities, tissues, &c.)

XXIII. Skeletons to end of vertebrae.

XXIV. Conformation, anatomy, &c., of chest.

XXV. Description of fore and hind limbs of horses, cattle, &c.

XXVI. Ligaments, exostoses, splints.

XXVII. Spavins, ring-bones, side-bones.

XXVIII. Anatomy and physiology of foot (horse, cattle, &c.)

XXIX. Principles of shoeing.

XXX. Shoeing horses.

XXXI. Sprains, accidents to feet, &c.

XXXII., XXXIII. Various causes of lameness ("Navicular disease," "Laminitis," &c.)

XXXIV. Teeth, dentition, disorders of teeth.

XXXV. "Catarrh" cough.

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- XXXVI. "Laryngitis," "roaring" in horses.
 XXXVII. "Bronchitis," "broken wind," "pneumonia," "pleurisy."
 XXXVIII. Circulation, disorders of blood vessels.
 XXXIX. Hæmorrhage and wounds.
 XL. Practical demonstration in yard, comprising handling of animals, methods of restraint, &c.
 XLI. General description of blood diseases.
 XLII. "Tuberculosis" in all animals.
 XLIII. "Antbrax" and "black quarter."
 XLIV. Swine fever.
 XLV. "Pleuro-pneumonia," "eczema epizootica," "influenza."
 XLVI. "Strangles" and "pink eye" in horses, "rabies" in dogs.
 XLVII. General description of parasitic diseases, "sheep rot."
 XLVIII. "*Filaria bronchi*" in calves and lambs, "lamb disease," "sturdy" in sheep.
 XLIX. Anatomy and physiology of skin, "mange" in horses, "scab" in sheep.
 L. "Ringworm," "foot rot," &c.
 Hygiene specially and prominently considered in every case.

TEXT BOOKS RECOMMENDED.

- FitzWygram on "Horses and Stables." *Longmans & Co., London.*
 "Our Domestic Animals in Health and Disease."—(2 vols.) Gamgee.
MacLachlan & Stewart, Edinburgh.
 Steel on the Ox, } *Longmans & Co., London.*
 Steel on Sheep, }
 Youatt on Cattle (*latest edition, 1889.*)
 Youatt on Sheep (*latest edition, 1890.*)
-

III.—SYLLABUS of LECTURES on BIOLOGY, ZOOLOGY, and NATURAL HISTORY.

Mr. E. J. McWERNY, M.A., M.D.

I. *Introductory*.—Meaning of the words *Biology*, *Zoology*, and *Natural History*—distinction between animals and plants—*shapes* of animals and of their organs—*functions* of animals, and how they discharge them—*enormous numbers* of animals that are living or have lived on the earth—how *classification* helps us to learn something about all of them—*divisions* of the animal kingdom—*distribution* of animals in space and time—*practical advantages* derivable by the agriculturist from a knowledge of natural history.

II. Nature and functions of the animal cell—the lowest and simplest animals made up of one cell only—next lowest of several cells, all alike, and capable of coming asunder—higher animals composed of vast numbers of different sorts of cells, each of which does its own special work, and that only. *Protozoa*—divisions—"root-footed" animals—animalcules, how they move—where we can find them—how to see them—practical use of a simple form of microscope—demonstration of animalcules in water, procured by one of the pupils from a ditch on the farm. *Foraminifera* and *Radiolarians*—the part they take in building up the crust of the earth—*parasitic Protozoa*, and diseases they may cause—ague in man—*coccidiosis* of rabbit, &c.—"red-water" or Texas fever of cattle.

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III. Brief outline of the structure, function and distribution of various kinds of animals which, though not directly concerning the agriculturist, yet occupy important places in the economy of nature—*sponges*—*jelly-fish*—*corals* and coral-reefs—*star fishes*—*sea-urchins*.

IV. *Worms*—their kinds and characters—how important to the agriculturist—*wheel-animalcules*—*parasitic worms*, and *free-living worms*—*Cestodes* or *tapeworms*—their wonderful life-history—how they injure their host.

V. *Tapeworms* continued—their different kinds—the animals affected by them—some notion how to prevent or cure the disease they occasion—demonstration of specimens from the collection at the Farm.

VI. and VII. *Fluke-worms*—complexity of their life history—domestic animals they attack, and how to prevent them—*hair-worms* and *thorn-headed worms*—*thread-worms*, their numerous kinds, and the damage they do to man, farm-stock and cultivated plants—eel-worm-disease of corn, clover, beet—its prevention—demonstration of specimens from the farm collection.

VIII. *Free-living worms*—*annelids*—*leeches*—the common earth-worm—its structure, and the important work it does.

IX. *Joint-footed animals*—great numbers and importance of the animals in this division—the points they all have in common, and the characters that separate their four great sub-divisions—*crabs* and *lobsters*—*spiders*, *scorpions*, and *mites*—*centipedes* and *millipedes*—*true insects*.

X. *Crustacea*—their structure and divisions—lobsters, cray-fish, crabs, shrimps, prawns—hermit crabs, land crabs, king crabs, woodlice, barnacles, &c.

XI. *Arachnids*—their structure and divisions—*mites* and *ticks*—how important to the agriculturist—various diseases of farm-stock and poultry due to these animals—prevention. *Spiders*—their curious habits, and remarkable "instincts"—*scorpions*—"harvestmen," &c.

XII. *Centipedes and Millipedes*.—General ideas on the relations of insects to the other groups of the joint footed sub-kingdom. (Insects are dealt with by Mr. Moore).

XIII. *Molluscs and their relations*.—Structure, characters, and divisions of their sub-kingdom—bivalve shellfish—*oysters*, *muscles*, *cockles*—*snails* and *slugs*—their unsymmetrical body and curious habits—their importance to the agriculturists—how to prevent their ravages.

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XIV. *General review of the backboneless animals and their relation to the vertebrata or backboneed animals.*—No hard and fast line really to be drawn between the two great divisions—general characters of the Vertebrata.

XV. and XVI. *General characters of the Vertebrata continued.*—The skeleton and its composition—homology and analogy—digestive, respiratory, circulatory, nervous, locomotive and reproductive systems.

XVII. *Fishes.*—Their structure, habits, and divisions.

XVIII. *Our native food-fishes.*—Their conservation, diseases, and how to prevent them—some idea of pisciculture.

XIX. *Amphibians and reptiles.*—Not many sorts in Ireland—structure of the common frog.

XX. and XXI. *Birds.*—Their characters, habits, and kinds—our food and game birds.

XXII. *Mammals.*—Their structure and kinds—lower orders of mammals—*duck-moles, ant-eaters, kangaroos, opossums, whales and dolphins, &c.*

XXIII., XXIV., XXV., and XXVI. *Mammals continued.*—Hoofed animals—odd-toed and even-toed. Those that chew the cud, and those that do not—our most important farm-animals—natural history of the *horse—ass, ox, sheep, goat, deer, &c.* Flesh-eating animals.—Dogs and cats—gnawing animals—*elephants*—insect-eating animals—man-like animals—conclusion of natural history.

XXVII. *Structure and characters of Fungi.*—Their divisions and kinds—*mushrooms*, edible and poisonous—*poor-bearing fungi*—how they damage our forest-trees—*disc-bearing fungi*—diseases they produce in certain crops.

XXVIII. and XXIX. *The lower Fungi.*—Parasitic forms—the important diseases of our food-plants which they produce—*rust, smut, mildew and mould*—the disastrous effect of *potato-blight* in this country—how vitally necessary it is to properly understand the value of this and similar diseases, and how to prevent them—spraying and other preventive measures.

XXX. *Yeasts and Bacteria.*—The lowest *Fungi*—the rôle of *Bacteria* on the farm—useful in the soil—nitrification—fixation of atmospheric nitrogen—the part they play in the body of man and animals as disease-producers—the work they do in the dairy, useful and harmful.

TEXT BOOKS RECOMMENDED.

I. On *Zoology*.—Nicholson, "Introductory Text-Book of Zoology," London and Edinburgh, Blackwood; Ritzema Bos, "Agricultural Zoology," translated by Ainsworth Davis, London, Chapman and Hall, 1894; Fream, "Elements of Agriculture," Pt. III., London, John Murray, 1892.

II. On *Fungi*.—Fream, "Elements of Agriculture," chapter xvii. For more advanced study, Von Tubeuf and Smith, "Diseases of Plants caused by Cryptogamic Parasites," London, Longmans, 1897.

III. On *Bacteria*.—Von Freudenreich, "Dairy Bacteriology," London, Methuen, 1895; "Principles of Modern Dairy Practice," by Groténfeldt, New York, Wiley, 1894.

IV.—SYLLABUS of LECTURES on BOTANY and ENTOMOLOGY.

Appendix.

Mr. F. W. MOORE, A.L.S., M.R.S.A.

Section IV.

(14.)

Syllabus of Lectures.

I. Introductory. Object of lectures. Life-history of living organisms. Growth, what it is. Reproduction. How plants live and grow. The green colour of plants. Effect of external influences on plant life. Importance of knowing how plant is constituted. Protoplasm. Simplest forms of plants. The vegetable cell. Organs of plants. Functions of these organs.

II. The vegetable cell. What it is. Size of cell. Parts of cell. Structure of cell. The cell wall, its nature and properties. Growth of cell wall. Changes in cell wall. Thickening of cell wall. How cell wall remains permeable to water. Markings on cell wall. Staining of cell wall. Contents of cell. Protoplasm, its nature and functions. Nucleus. Cell division and cell growth.

III. Plastids, their nature and functions. Kinds of plastids. Where found. Chloroplastids. Importance in life of plant. How found. Increase in number. Leucoplastids. Difference in functions. Their work in the life of the plant. Chromoplastids. Cell sap. Presence of water in plant. Whence obtained. Not pure water, various substances held in solution. Colouring matters. Starch. Chemical composition of starch. Importance of starch—how formed. Sugars, fats, oils, mineral matters.

IV. Cell combinations. How cells combine. Building up of plant body. Formation of tissues. Cell walls of tissues. Intercellular spaces. Kinds of tissue. Meristem. Nature of cells composing meristem. Where meristem is found. Kinds of meristem. Importance of meristem in life of plant. Changes in meristem.

V. Permanent tissues. Changes in shape of cells. Kinds of permanent tissue. Effect of changes in economy of plant life. Systems of tissues. The complete plant. Secondary growth in thickness.

VI. Organs of plants. The root. Nature of root. Functions of root. Structure of root. Absorptive part of root. Extent of root. Branching of root. Growth of root. Skin of root. Effect of root pruning. Effect of transplanting young trees. Treatment of roots in cultivation. Effect of medium in which roots grow. Adventitious roots.

VII. The stem. First appearance of stem. Further development of stem. Functions of stem. Nodes and internodes. Internal structure of stems. Kinds of stems. Growth of stem. Formation of wood. Buds. Nature of buds. Kinds of buds. Effects of pruning trees, (a) for timber, (b) for fruit.

VIII. Underground stems. Bulbs. What bulbs and tubers are. Effects of cultivation. The potato. The leaf. Mode of origin. Mode of growth. Nature of parts. Microscopic structure.

IX. The leaf continued. Parts of leaf; the leaf stalk; the leaf blade. The skin of the leaf. Stomata. Importance of keeping leaf clean. Venation of leaf. Functions of veins. Arrangement of leaves on plant. Simple and compound leaves. Duration of leaf. Deciduous plants. Evergreen plants. Submerged leaves. Leaves modified to perform special functions.

X. The inflorescence. Parts of a flower. The flowering shoot. Bracts. Kinds of bract. Kinds of inflorescence.

XI. The flower. A complete flower. The receptacle. The calyx; its functions; its parts. The corolla; its functions; its parts. Modifications in structure to secure fertilisation. Nectaries and nectar. Visits of insects.

Appendix. XII. The stamens. Parts of a stamen. The filament. The anther.
 Section IV. Structure of anther. Development of anther. Changes during growth.
 (14.) Formation of pollen. Structure of pollen. Kinds of pollen. Dehis-
 Syllabus of cence of the anther. How pollen is transferred. The pollen tubes.
 Lectures. Pollen of Scotch fir. Pollen of grasses.

XIII. The pistil. Carpels. Parts of a carpel. General structure of a carpel. Sutures. Apocarpous and syncarpous pistils. Placentation. The ovule. Structure of ovule. Ovule when ready for fertilisation. Ovule after fertilisation. How fertilisation takes place.

XIV. The fruit. Changes in flower after fertilisation. How various fruits are formed. Ripening of fruits. Dehiscence of fruits. Contrivances for protecting fruits; for distributing fruits. Changes in fruits under cultivation. Effect of selection and cultivation on fruits. Effect of soil and exposure on fruits.

XV. The seed. Changes in the ovule after fertilisation. Development of the embryo. Structure of the embryo. Endosperm and perisperm. Density of seed. Light and heavy seed. Ripening of seed. The seed coat. Vitality of seeds. Contrivances for the distribution of seed. Seed sowing.

XVI. The life of a plant. How plants feed. What plants are composed of. What water culture tells. The elements necessary for the life of a plant. Effect of these elements on the various functions of plant life. Sources from which plants derive their food.

XVII. Mutual beneficial relationship between living organisms. Symbiosis. Root absorption. The ash of plants. Substances vary in ash of different plants. Variation not accidental. Manures for different crops. Excess of some elements found in plants poisonous. Effect of poison on roots of plants. Apparent selective power of roots. Dissolving power of roots.

XVIII. How plants absorb water. Osmose and diffusion. Effect of protoplasm. Continuity of protoplasm. How sap reaches the vessels. Ascent of the sap. Wounds bleeding. How plant food is prepared. Action of chlorophyll grains. First products. Conditions necessary for work of chlorophyll grains. Storing away of surplus food. Action of leucoplastids. Where food is stored. Rapid growth in spring. Transpiration. How excess of water is disposed of. Amount of transpiration.

XIX. Respiration. All living parts must breathe. Assimilation and metastasis. Effect of light. The plant in darkness. Germination. Conditions necessary for germination. Why water is necessary. Why atmospheric air is necessary. Chemical changes in germination. Action of ferments. Maximum and minimum temperatures at which seeds grow. Effect of sowing seeds too deeply. Effect of rapid changes in temperature.

XX. Temperature. Effects of excessive heat on plant life. Effects of excessive cold. Light. Dependence of plant life on light. Roots sprouting in darkness. Overcrowded plants. Difference in nutritive value of hard and of soft grown plants. Plants growing towards the light. Movement. Constant movement. Movement in growing parts of plant. Movement of fully grown parts. Irritability.

XXI. Asexual reproduction of plants. Hints from nature. Objects of asexual reproduction. Variation in plants. Hybrid plants. New plants. Cuttings. Kinds of cuttings. Effects of bottom heat. Grafting and budding. Limits within which these operations can be performed. Physiological process. Mechanical safeguards. Effects of grafting and budding.

XXII. Classification of plants. Principles on which plants are grouped. How the vegetable kingdom is divided up. How flowering plants are divided up. Appendix
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XXIII. Garden Lecture.—Illustrations of some of the principal Agricultural Natural Orders. Syllabus of
Lectures.

XXIV. Garden Lecture.—Illustrations of some of the principal Agricultural Natural Orders.

XXV. Garden Lecture.—The Grass family.

XXVI. Flowerless plants.—Life history of an Alga. Life history of a Fern.

XXVII. Injurious insects. What an insect is. Not spontaneously engendered. Hatched from an egg. Parts of a fully developed insect. How insects breathe. The life-history of an insect. Transformations of insects. Larval stage. Frequently injurious in larval stage. Characteristics of larval stage. Caterpillars, grubs, and maggots. Pupal stage. Insects quiescent in pupal stage. Changes which take place. Insects with complete transformations; with incomplete. Imago stage. The perfect insect. Sexual stage. Many insects injurious in this stage. Borers, weevils, cattle flies, etc. Habits of insects.

XXVIII. The various groups or families of insects. Beetles, a very injurious group. Characters of group. The grub stage. Carrion beetles. The chafers. Injurious in grub stage, and in beetle stage. Where, and on what they feed. Where they breed. Means of extermination. Click beetles and wire-worm. Remedies. The weevils. The turnip flea beetle.

XXIX. Butterflies and moths.—Only injurious in one stage. Characters of the group. Life history of the group. The cabbage butterfly. Where eggs are laid. Injury by caterpillars. Effects of syringing the plants. Effects of weak brine. The goat moth. Injury to timber. How trees are injured. Life-history of insect. Buff tip moth. Injury to foliage of trees. How caterpillars work. Birds as insect destroyers. Winter-moth. Wingless female. Grease bands. Injury to fruit trees. The codlin-moth. Worm-eaten apples. How the caterpillar works. Where eggs are laid. Remedies.

XXX. Flies. Characters of the group. Maggots. The daddy-long-legs, or crane fly. Its life-history—favourite breeding places. The leather-jacket. How it works. Injury to grass lands, and to various crops. The wheat-midge. Red maggot. Where eggs are laid. How maggot works. The cabbage fly. The mangy fly. Leaf borers. House-bot fly. Where eggs are laid. How maggots get into horse. The The ox-bot fly. Injury to hides. How the maggot works. Precautionary measures. Sheeps-nostril fly. How grubs live and feed. Effect on sheep. Gad flies. Blood suckers. The bee and wasp group. Saw flies. Wood borers. Gall flies.

TEXT BOOKS RECOMMENDED.

"Structural Botany—Flowering Plants." D. H. Scott
Adam & Charles Black, London.

"Elementary Botany." Percy Groom.
George Bell & Sons, London.

"Guide to the Methods of Insect Life." E. A. Omerod.
Simpkin, Marshall, & Co., London.

Appendix.

(15.) ABSTRACT of REPORTS ON POTATO CULTURE

Section IV.
(15.)Potato
Cultures.

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
TANIOKEY,	Beauty of Bute,	Drills,	Farmyard,	1,923
"	Champion, 2nd,	do,	do,	1,900
"	Improved Champion,	do,	do,	1,992
"	Main Crop,	do,	do,	1,990
"	Up to Date,	do,	do,	1,854
DRUMBANAUGH,	Beauty of Bute,	do,	do,	1,604
"	Main Crop,	do,	do,	1,993
"	Imported Champion,	do,	do,	1,169
"	Up to Date,	do,	do,	1,832
"	Champion, 2nd,	do,	do,	1,555
MONRHAGH,	Imported Scotch Cham- pion,	Beds,	do,	1,233
"	Champion, 2nd,	do,	do,	1,107
"	Beauty of Bute,	do,	do,	934
"	Up to Date,	do,	do,	765
"	Main Crop,	do,	do,	619
BARRATTPOPPY,	Gorton,	Drills,	do,	1,450
"	Champion, 2nd,	do,	do,	1,990
"	Up to Date,	do,	Farmyard and superphos- phate	1,100
"	Lord Dufferin,	Beds,	do,	1,590
"	Beauty of Bute,	do,	Superphos- phate and nitrate of potash,	1,430
CLARK,	Scotch Champion,	Drills,	Farmyard and dissolved bones,	2,220
"	Up to Date,	do,	do,	2,337
"	Beauty of Bute,	do,	do,	2,015
"	Main Crop,	do,	do,	2,539
"	Champion II,	do,	do,	2,412
PARKANAUR,	Beauty of Bute,	do,	Farmyard and kainite,	2,240
"	Up to Date,	do,	do,	2,240
"	Champion, 2nd,	do,	do,	1,920
"	Imported Champion,	do,	do,	1,690
"	Main Crop,	do,	do,	1,280

by TEACHERS in charge of SCHOOL FARMS.

Appendix.

Section IV.
(15.)Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Good appearance and very suitable.	Superior.	Excellent for table use.
A large strong potato, and marketable for feeding purposes.	Pretty fair.	Size not uniform. Suits pigs, poultry, &c.
A coarse tuber, fairly suitable for market.	Fair.	Very like the old Champion. Good for cattle.
Too soft for general use.	Not very suitable.	Cannot recommend it for cropping.
A large strong tuber; sells well for feeding purposes.	Rather soft.	A heavy cropper; will be grown largely.
A large number rather small for market purposes, as they were affected by disease early in the year.	Fairly good.	If planted early would be very productive and almost free from disease.
Yield small, quality inferior.	Not good.	Not adapted for farm culture here.
Fairly good.	Very good.	Fair.
Very large—almost too large for market.	Very fair.	A good variety, heavy cropper, and almost free from disease.
Suitable in every way.	Splendid.	A great improvement on the ordinary Champion. Keeps green longer than any other variety, and is quite free from disease.
Very good and suitable.	Good.	All sound; resisted disease remarkably well.
Large and good.	Medium.	Large hollow in centre; resisted disease very well.
Good; much appreciated.	Fairly good, not so floury as Champion.	Nearly all sound.
Very fair; generally suitable.	Mealy condition, and flavour good.	Very fair in every respect.
Not good.	Only medium.	Failed considerably.
Good.	Excellent.	Rather tender.
Good size.	Very fair.	Very suitable to locality.
Pretty fair for market.	Good.	Hardy, and keeps well. Produce fair.
Best variety; excellent appearance.	Good.	Good keeping qualities.
Good early in season, but decline as winter approaches.	Good.	An early variety.
Nearly one-fourth of entire crop too small for market.	Good.	No improvement on ordinary Champion grown in Ireland.
Skin white and clean, and nearly all fit for market.	White and mealy.	Coming more into general favour every year.
Nearly all of moderate size, suitable for market, skin white, some streaked with red.	White, mealy, and of good flavour.	Not much grown in this part, but where grown it is well liked.
Rather too long. Few small.	Dry, mealy, and of good flavour.	A favourite with a great many.
Slightly yellow, dirty-looking skin.	Soft, mealy, and of bad flavour.	Not successful as a table potato.
Round potato, suitable for market.	Good.	Heavy cropper and keeps well.
Oval, few small, suitable for market.	Good.	Keeps well; a heavy cropper; has fine splendid appearance.
Good appearance.	Bad, cuts like soap.	Keeps well; a heavy cropper; has a white blossom, and the tops keep green long.
A number of small ones; good for market.	Splendid.	Keeps well; a heavy cropper.
Fair size.	Good.	Keeps well, but is not a heavy cropper.

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Section IV
(1A.)Potato
Culture.

(15.) ABSTRACT OF REPORTS ON POTATO CULTURE

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
BENBURY, . .	Champion,	Drills, . .	Farmyard, . .	960
" . .	Up to Date,	do., . .	do., . .	1,600
" . .	Lord Dufferin,	do., . .	do., . .	1,760
" . .	Gaston,	do., . .	do., . .	1,600
" . .	Main Crop,	do., . .	do., . .	1,440
TURKIN, . .	Champion 2nd,	do., . .	Farmyard and superphos- phate, . .	1,676
" . .	Main Crop,	do., . .	do., . .	1,600
" . .	Up to Date,	do., . .	do., . .	1,874
" . .	Beauty of Bute,	do., . .	do., . .	1,725
" . .	Imported Scotch Cham- pion,	do., . .	do., . .	1,675
SCROFUL, . .	Main Crop,	do., . .	Farmyard, . .	880
" . .	Champion 2nd,	do., . .	do., . .	640
" . .	Beauty of Bute,	do., . .	do., . .	900
" . .	Scotch Champion,	do., . .	do., . .	1,360
" . .	Up to Date,	do., . .	do., . .	1,980
" . .	Saxon,	do., . .	do., . .	1,000
CLONKERN, . .	Imported Main Crop,	Beds, . .	Farmyard and superphos- phate, . .	660
" . .	Beauty of Bute,	do., . .	do., . .	620
" . .	Up to Date,	do., . .	do., . .	668
" . .	Imported Scotch Cham- pion,	do., . .	do., . .	712
" . .	Champion 2nd,	do., . .	do., . .	790
ST. EDMUND'S, . .	Beauty of Bute,	do., . .	Farmyard, . .	1,500
" . .	Imported Scotch Cham- pion,	do., . .	do., . .	1,300
" . .	Up to Date,	do., . .	do., . .	1,440
" . .	Champion 2nd,	do., . .	do., . .	1,320
" . .	Main Crop,	do., . .	do., . .	1,300

by TEACHERS in charge of SCHOOL FARMS—continued.

Appendix.

Section IV.
(15.)Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Good,	Good,	Stops growing early ; many diseased.
Good—large size,	Good,	Free from disease.
Good,	Soft,	Splendid cropper ; all sound.
Excellent,	Very good,	Good cropper ; free from disease.
Good—large size,	Fair,	Free from disease ; fairly good variety.
Good shape and suitable for market.	Excellent,	Very likely to be the main crop of the future.
Bad shape and unsuitable for market.	Good,	Good for table purposes, but not suitable for market.
Bad shape and unsuitable for market.	Bad,	Unfavourable.
Not good,	Medium,	Not well liked here.
Good shape and suitable for market.	Excellent,	The main crop of this locality. The yield for year was rather owing to large percentage of small ones.
Good,	Very good,	A sound variety ; resists blight fairly well. Deserves a trial.
Very good,	Bad,	Unless change of locality improves cooking quality, it is not to be recommended. However, it is almost free from blight.
Very good,	Good,	A splendid cropper ; is a favourite wherever known.
Very good,	Very good,	A favourite and a heavy cropper, but soon deteriorates, and is subject to blight.
Very good,	Fairly good,	A good variety and a heavy cropper. It resists blight fairly well, and will improve as a table potato.
Fair,	Fair,	A good variety, and when known is sure of a place on the farm.
Small and sound ; suitable,	Good,	Favourable.
Sound and suitable,	Rather soft,	Keep well.
Small but sound. Fair as a market potato.	Good,	Moderate.
Good ; suitable,	Good,	Good for general use.
Good appearance ; not likely to be suitable.	Soft,	Moderate.
Good,	Very good,	Suits the soil.
Fair,	Very good,	Good.
Very good,	Fair,	A very heavy cropper.
Very good,	Fair,	A heavy crop.
Fair,	Very good,	Does not suit locality.

Appendix.
Section IV.
(15.)

Potato
Cultures.

(15.) ABSTRACT OF REPORTS ON POTATO CULTURE

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
DIERRENDARRAGH, .	Champion 2nd, .	Beds, .	Farmyard, .	596
" . .	Imported Champion, .	do., .	do., .	756
" . .	Beauty of Bute, .	do., .	do., .	500
" . .	Up to Date, .	do., .	do., .	460
" . .	Main Crop, .	do., .	do., .	530
LANSDOWNE, .	Main Crop, .	do., .	Seaweed, and farmyard.	800
" . .	Beauty of Bute, .	do., .	do., .	720
" . .	Champion 2nd, .	do., .	do., .	560
" . .	Imported Champion, .	do., .	do., .	320
GLANMORE, .	Imported Champion, .	do., .	Farmyard and guano.	900
" . .	Champion 2nd, .	do., .	do., .	629
" . .	Beauty of Bute, .	Drills, .	do., .	760
" . .	Main Crop, .	do., .	Farmyard and special ma- nure.	850
" . .	Imported Up to Date, .	do., .	do., .	900
KILLACOLLA, .	Imported Up to Date, .	Drills, .	Farmyard, .	1,280
" . .	Imported Scotch Cham- pion, .	do., .	do., .	1,006
" . .	Champion 2nd, .	do., .	do., .	1,215
" . .	Imported Beauty of Bute, .	do., .	do., .	2,295
" . .	Imported Main Crop, .	do., .	do., .	1,517
SOPWELL, .	Improved Scotch Cham- pion, .	do., .	Farmyard and superphos- phate.	1,175
" . .	Champion 2nd, .	do., .	do., .	1,325
" . .	Up to Date, .	do., .	do., .	1,365
" . .	Main Crop, .	do., .	do., .	1,156
" . .	Beauty of Bute, .	do., .	do., .	1,000
SEERINENAHINNY, .	Main Crop, .	do., .	Farmyard, .	1,988
" . .	Beauty of Bute, .	do., .	do., .	1,612
" . .	Up to Date, .	do., .	do., .	2,134
" . .	Scotch Champion, .	do., .	do., .	1,335
" . .	Champion 2nd, .	do., .	do., .	1,266

by TEACHERS in charge of SCHOOL FARMS--continued.

Appendix.

Section IV
(15.)Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Good,	Excellent,	Excellent.
Good,	Good,	Good.
Good,	Fair,	Very fair.
Very fair,	Fair,	Fair.
Good,	Bad,	Good early in year, bad towards end.
Rough in appearance; suitable for market.	Good,	Favourable.
Delicate appearance; unsuitable for market.	Good early in autumn,	An early variety.
Good appearance; suitable for market.	Good,	A healthy variety; the stalks were quite green in October. Seeds re- quire careful selection, as they are liable to mildew.
Ordinary appearance; commands top price in market.	Very superior up to be- ginning of June.	Still the favourite in Mun- ster.
Good appearance and suitable for market.	Good,	One of the best potatoes in this district.
Good, sound, and suitable for mar- ket.	Good,	Suits the district.
Small and of fair appearance; suit- able.	Good,	Good early variety.
Rough appearance and suitable for market.	Good,	Well liked.
A good large potato; suitable,	Fair,	Suits the district; very few diseased.
Fair size, and suits market fairly well.	Fair,	A medium variety.
Small, and unsuitable for market.	Bad,	A very poor variety.
Fair size, and suits market fairly well.	Fair,	Fair on the whole.
Large, and well suited for market purpose.	Middling,	Good for feeding farm animals.
Fair,	Good,	The best variety on the whole.
Good and suitable,	Good; very firm and mealy.	A favourite, and keeps well.
Unsuitable for market,	Poor,	Will not keep well; only suitable for pigs.
Good and suitable,	Good,	Suitable for district.
do.,	Good,	do.
Good, but not suitable for market,	Fair	Not suitable to locality.
Good appearance and suitable for market.	Good,	Heavy cropper and a good all round variety.
Good, and excellent for market,	Good,	One of the best varieties.
Very fair, but too large for market,	Good,	Good for stock feeding.
Sound, and of excellent appear- ance; suitable for market.	Excellent,	Very useful.
Beautiful shape and good for mar- ket.	Good,	Not suited to district; a light cropper with weak haulms.

Appendix.

(15.) ABSTRACT of REPORTS ON POTATO CULTURE

Section IV.
(15.)Potato
Cultures.

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
GLENGARRHAN,	Up to Date,	Drills.	Farmyard and dissolved bones.	1,600
"	Beauty of Bute,	do.	do.	1,280
"	Main Crop,	do.	do.	900
"	Champion 2nd,	do.	do.	1,000
MULLINATHORNA,	Up to Date,	Beds.	Farmyard and superphos- phate.	1,250
"	Beauty of Bute,	do.	do.	2,500
"	Main Crop,	do.	do.	1,350
"	Champion 2nd,	do.	do.	2,600
"	Champion 2nd,	do.	do.	3,333
GARRYHILL,	Champion,	Drills.	Farmyard,	1,600
"	Up to Date,	do.	do.	1,670
"	Beauty of Bute,	do.	do.	1,122
"	Champion 2nd,	do.	do.	1,333
WOODSTOCK,	Imported Scotch Cham- pion.	do.	do.	1,250
"	Main Crop,	do.	do.	1,250
"	Beauty of Bute,	do.	do.	1,000
"	Champion 2nd,	do.	do.	1,333
"	Imported Up to Date,	do.	do.	1,661
CLONMORE,	Imported Scotch Cham- pion.	do.	do.	1,210
"	Champion 2nd,	do.	do.	2,420
"	Up to Date,	do.	do.	1,210
"	Beauty of Bute,	do.	do.	2,420
"	Main Crop,	do.	do.	1,815
PILTOWN,	Beauty of Bute,	do.	do.	1,670
"	Scotch Champion,	do.	do.	1,601
"	Up to Date,	do.	do.	1,253
"	Main Crop,	do.	do.	785
"	Champion 2nd,	do.	do.	997
BALLINVALLY,	Imported Scotch Cham- pion.	do.	do.	800
"	Champion 2nd,	do.	do.	160
"	Beauty of Bute,	do.	do.	160
"	Up to Date,	do.	do.	800
"	Main Crop,	do.	do.	220

by TEACHERS in charge of SCHOOL FARMS—continued.

Appendix.
Section IV.
(15.)
Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Long-shaped clean potato; very suitable for market.	Excellent; improves year by year.	Good yield; the best of the new varieties.
A round variety; very suitable for market.	Good,	Is not a heavy cropper, but suits land of medium quality.
Long shape, which renders it unsuitable for market.	Fairly good in May, . .	Poor cropper, but keeps well.
Large and round; suitable.	Not good at present, but has improved since last year.	A heavy cropper and resists disease well.
Fair; not very suitable for market.	Good,	Large and hollow in centre.
Fair, and suitable for market, .	Good,	do.
do.,	Middling,	do.
Good, and suitable for market, .	Fair,	do.
Very good, and suitable for market.	Very good,	An excellent variety.
Irregular shape; suitable for market.	Excellent,	The best variety for general purposes.
Kidney-shaped; suitable, . .	Very fair,	A heavy cropper and free from disease.
A good round potato; suitable, .	Good,	Favourable.
Good,	Good,	A good variety.
Though wasteful, it is the most popular market potato in district.	Very good,	5 per cent. diseased.
Good,	Good,	Free from disease.
Good,	Good,	Free from disease.
A remarkably vigorous and well-shaped potato; not yet known in market.	Good,	Free from disease.
Good,	Good,	A few diseased.
Very suitable for market, . .	Very good,	Best all round variety.
Suitable for market,	Not ascertained, . .	Yield good.
Good appearance,	Not ascertained, . .	Not ascertained.
Very suitable for market, . .	Good,	Ranks next to Scotch Champion.
Suitable for market,	Good,	A favourite in district.
A good clean variety, but many small,	Dry and well flavoured, .	A good variety, both as regards quality and quantity.
Suitable for market,	Dry and well flavoured, .	A favourite.
Large and of good appearance; suitable.	Soft and of bad flavour, .	A heavy cropper, with few small ones.
Not suitable to market, being too small.	Soft and flavourless, . .	A bad crop this year.
Large and round; suitable for market.	Scapy and badly flavoured.	Kept green for a long time.
Good,	Good,	Suits the district. Retained colour for a considerable time.
Good,	Good,	Very vigorous and free from disease.
Good,	Fair,	Not so good as Champion.
Good shape,	Good,	A good crop. A rival of the Champion and an earlier variety.
Unsuitable for market,	Bad,	Almost a total failure; does not suit soil nor district.

Appendix.

(15.) ABSTRACT OF REPORTS ON POTATO CULTURE

Section IV.
(15.)Potato
Cultures.

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
KILLASHER,	Imported Scotch Cham- pion.	Beds.	Farmyard and dissolved bones.	1,632
"	Beauty of Bute,	do.	do.	1,981
"	Champion 2nd,	do.	do.	1,091
"	Up to Date,	do.	do.	1,339
CARRAGORRU,	Main Crop,	do.	Farmyard, guano, and superphos- phate.	1,390
"	Champion 2nd,	do.	do.	1,000
"	Up to Date,	do.	do.	2,410
"	Scotch Champion.	do.	do.	1,230
"	Beauty of Bute,	do.	do.	2,080
"	Champion 2nd,	do.	do.	2,240
DOGCATTLE,	Main Crop,	do.	Farmyard and special ma- nure.	1,100
"	Up to Date,	do.	do.	1,341
"	Imported Scotch Cham- pion.	do.	do.	1,455
"	Champion 2nd,	do.	do.	1,384
"	Beauty of Bute,	do.	do.	1,304
KINAFEE,	Up to Date,	Drills.	Farmyard,	604
"	Champion 2nd,	do.	do.	390
"	Beauty of Bute,	do.	do.	536
"	Main Crop,	do.	do.	675
"	Scotch Champion,	do.	do.	584
CARROWMORE PAL- MER.	Main Crop,	do.	Farmyard and guano.	1,646
"	Beauty of Bute,	do.	do.	1,740
"	Champion 2nd,	do.	do.	1,808
"	Up to Date,	do.	do.	1,814
"	Improved Scotch Cham- pion.	do.	do.	1,036
GALLOW,	Imported Scotch Cham- pion.	Beds.	Farmyard, guano, and special.	1,536
"	Beauty of Bute,	do.	do.	1,320
"	Main Crop,	do.	do.	2,320
"	Up to Date,	do.	do.	1,664
"	Champion 2nd,	do.	do.	2,680

by TEACHERS in charge of SCHOOL FARMS—continued.

Appendix.

Section IV.
(15.)Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Good,	Excellent,	Good in every respect.
Good,	Excellent,	do.
Fair,	Fair,	Rather watery.
Fair,	Fair,	do.
Medium size; suitable,	Good,	Not a favourite, as pro- duce is small.
Round and good size; suitable,	Excellent,	A good cropper; well liked.
Long and flat; suitable,	Fair,	Good.
Round and good size; suitable,	Excellent,	A good cropper; well liked.
Medium size; suitable,	Excellent,	Very good.
Round and large,	Excellent,	Resists disease well, and will probably turn out the best variety.
Not good,	Bad,	Many diseased.
Fair,	Middling,	Fair.
Good,	Good,	Good yield, but many damaged.
Very good; suitable,	Very good,	The best of these varie- ties.
Fair,	Fair,	Fair.
Good appearance; only suitable for market in early autumn.	Sweet, but soft,	Does not keep well.
Good appearance; only suitable for market as an early variety.	Sweet and tender,	The best variety for re- sisting disease.
Good appearance; only suitable for market in autumn.	Mealy and sweet,	Poor disease-resister.
Unsuitable for market,	Mealy and sweet,	do.
Not known in our market,	Sweet, but soft,	Weak in resisting disease.
Fair,	Fair,	Few diseased.
Good,	Good,	Fair; very few diseased.
Good,	Fair,	Late variety, good crop- per, best variety for re- sisting disease.
Good,	Soft,	A good cropper; resists disease very well.
Fair,	Very good,	Many small; resists dis- ease fairly well.
Suitable for market,	Very moderate,	Free from disease and suitable to locality.
Fairly suitable for market, though not so good as Champion.	Pretty fair,	Average size, free from disease, and keeps good till mid-winter.
Good,	Tender and mealy,	A good variety and mode- rately heavy cropper.
Large and suitable for market,	Soft,	A very good yield, as many as 24 marketable potatoes on one stalk.
Does not resemble old Champion. It has a tender skin, and is suit- able for market.	Good and very sweet,	The best variety; practi- cally none diseased. The tubers remained until October.

Appendix.
Section IV.
(15.)
Potato
Culture

(15.) ABSTRACT of REPORTS ON POTATO CULTURE

Name of School.	Variety.	How Cultivated, in Drills or Beds.	Manure used.	Produce in Stones per Acre.
NEWTOWNBLOWNE.	Champion 2nd.	Drills.	Farmyard.	2,080
"	Main Crop.	do.	do.	220
"	Up to Date.	do.	do.	2,287
"	Scotch Champion.	do.	do.	1,624
"	Beauty of Bute.	do.	do.	2,100
LEHINCH.	Up to Date.	Beds.	Farmyard and Goulding's special	2,640
"	Champion 2nd.	do.	do.	2,600
"	Imported Scotch Champion.	do.	do.	2,499
"	Moynalty King.	do.	do.	2,400
"	Beauty of Bute.	do.	do.	2,160
"	Main Crop.	do.	do.	1,840
NORTHYARD.	Main Crop.	Drills.	Farmyard.	1,317
"	Beauty of Bute.	do.	do.	1,672
"	Champion 2nd.	do.	do.	1,262
"	Up to Date.	do.	do.	1,620
"	Imported Scotch Champion.	do.	do.	1,109
DOONFLYN.	Up to Date.	Beds.	do.	2,100
"	Main Crop.	do.	Guano and farmyard.	1,280
"	Beauty of Bute.	do.	do.	1,600
"	Imported Champion.	do.	do.	2,350
"	Champion 2nd.	do.	do.	2,000
GALRY.	Up to Date.	Drills.	Farmyard.	2,900
"	Beauty.	do.	do.	2,214
"	Main Crop.	do.	do.	2,336
"	Scotch Champion.	do.	do.	2,010
"	Champion 2nd.	do.	do.	2,384

by TEACHERS in charge of SCHOOL FARMS—continued.

Appendix.
Section IV.
(15.)
Potato
Cultures.

Appearance and Suitability for Market.	Cooking Quality.	General Opinion on Variety.
Very suitable for market; eyes not as deep as in old Champion.	Good, . . .	Resists blight very well, and keeps green until October. Not hollow in centre.
Suitable for market, . . .	Good, . . .	This variety ranks lowest with regard to produce.
Very suitable for market, . . .	Good, . . .	Fine cropper, but rather subject to blight.
Unsuitable for market, . . .	Good, . . .	A good cropper, but deep eyes, and the large ones are hollow in the centre.
Good; suitable for market, . . .	Good, . . .	Subject to blight.
A long potato; suitable for market, . . .	Fair, . . .	Splendid yield, and resists blight well until about middle of September.
A good round potato; suitable for market, . . .	Good, . . .	Suits the district, and resists blight until middle of September; the best variety.
A round potato; suitable for market, . . .	Good, . . .	Suits the district.
A round potato; suitable for market, . . .	Good, . . .	A good variety, and resists disease well.
A round potato; suitable for market, . . .	Good, . . .	A good variety; suits the locality.
A long potato; unsuitable for market, . . .	Fair, . . .	Does not suit the district.
Fair, . . .	Good, . . .	Fair.
Very good, . . .	Very good, . . .	Best variety for district in a dry year.
Good, . . .	Very fair, . . .	Good blight resister.
Good, . . .	Good, . . .	Much diseased.
Good, . . .	Very good, . . .	Yield small.
Kidney shaped, . . .	Excellent, . . .	A very useful variety.
Round, . . .	Middling, . . .	Does not suit locality.
Round, . . .	Good, . . .	Worthy of a trial.
Round, . . .	Good, . . .	No superior.
Round, . . .	Good, . . .	Resists blight well, and will probably be extensively cultivated when better known.
Unsuitable for market, . . .	Fair, . . .	Not suited to locality.
Suitable for market, . . .	Good, . . .	Good for all purposes.
Fair, . . .	Fair, . . .	Fair.
Suitable for market, . . .	Very good, . . .	A very good crop.
Not good for market, . . .	Bad, . . .	A good cropper.

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FOR THE YEAR, 1899-1900.

SECTION IV.

Agriculture.

FOR EXTENDED TABLE OF CONTENTS, SEE INSIDE.

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